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ABSTRACT

Designed to enrich and strengthen the students' interest and knowledge of business and the Future Business Leaders of America (FBLA), this curriculum guide provides business instructors with teaching strategies and student learning activities to complement and supplement the existing instructional program. The guide consists of six sections: accounting, basic business, office procedures, personal development, shorthand, and typing. Each section contains several student learning activities and solutions, when needed. All learning activities relate to FBLA. Each activity specifies a student performance objective, instructions, and learning activities. (LRA)

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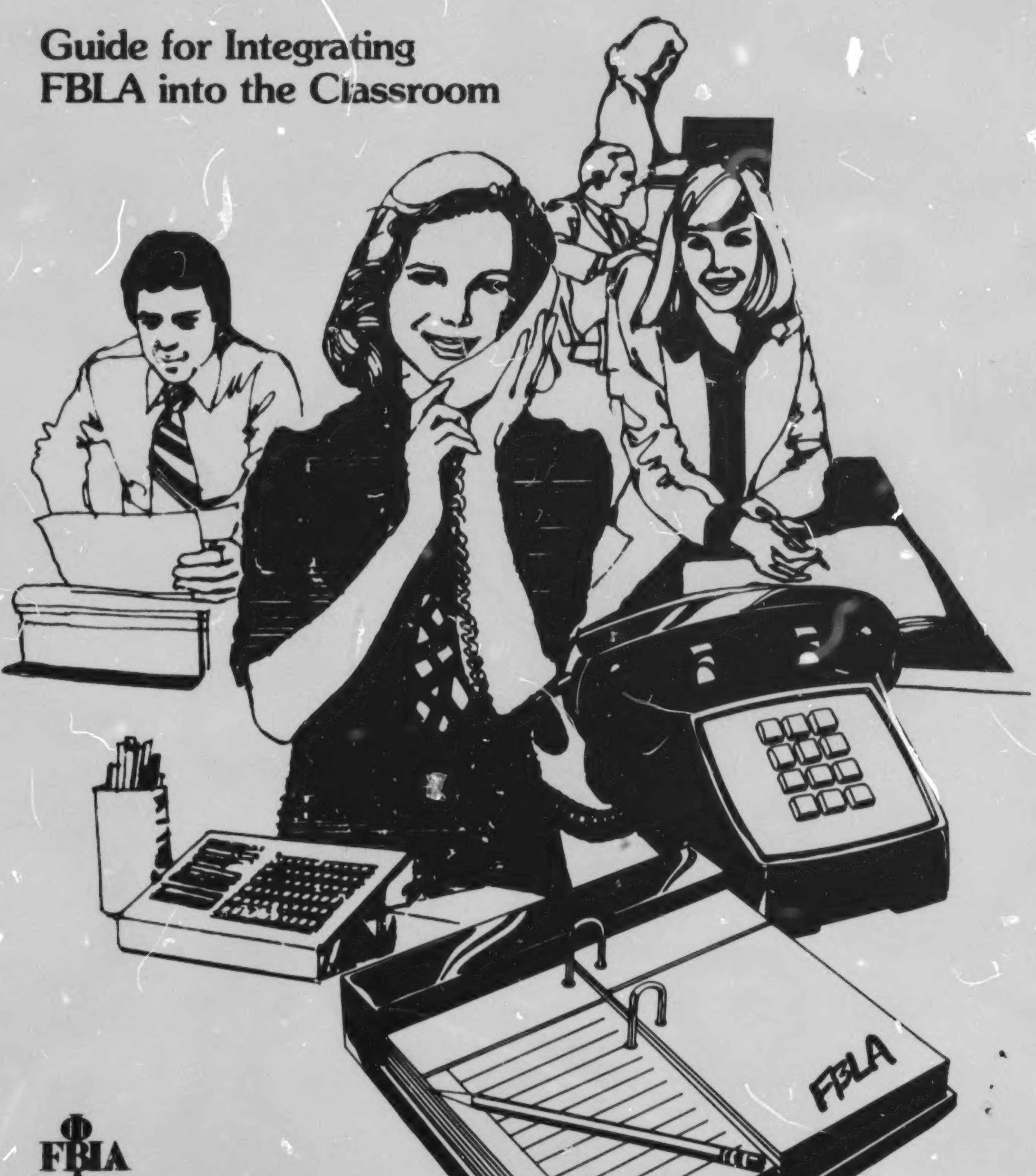

CE 021 545

FBLA
FUTURE BUSINESS LEADERS OF AMERICA —
PHI BETA LAMBDA, INC.

ACKNOWLEDGMENTS

The Guide for Integrating FBLA Into the Curriculum has developed as a result of the National FBLA-PBL Board of Directors' support for the idea of a co-curricular guide. The idea was generated in response to requests from FBLA advisers and business education instructors for curriculum materials integrating FBLA into the classroom. Acknowledgment is extended to the Curriculum Guide Development Committee: Caroll Dierks, Chairperson, University of Northern Colorado; Ann W. Allison, Independence High School, Glendale, Arizona; Dean Clayton, University of Arkansas; Anne Morton, Langley High School, McLean, Virginia; and Sandy Munday, Parkview High School, Little Rock, Arkansas; for revising, supplementing and editing.

Basis for format and development of these materials is the Arizona FBLA Business and Office Occupations Instruction Modules. The Guide has been organized, expanded and prepared for use in business education programs with the generous and enthusiastic support of the following committee participants: director, Donald J. O'Dell, Central Arizona College, Coolidge; assistant director, Ann W. Allison, Independence High School, Glendale; committee members Eric Batchelor, Coolidge High School, Coolidge; Rochelle Brown, Yuma High School, Yuma; Bennie F. Carlos, Kofa High School, Yuma; James W. Derr, Phoenix Union High School, Phoenix; Mary Jo Eade, Marana High School, Marana; Dorothy Fitz, Mingus Union High School, Cottonwood; Dennis J. Poer, Buena High School, Sierra Vista; Diana Sweet, Thunderbird High School, Phoenix; Marilyn Witcher, Lake Havasu City High School, Lake Havasu; ex-officio members Louis Chacon, Jr., director Business and Office Occupations, Arizona Department of Education; and Toby Jalowsky, state FBLA chairperson.

We extend our appreciation to the advisers who tested the materials at the local level.

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Barbara Thompson, Ph.D., State Superintendent

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Future Business Leaders of America
Phi Bet Lambda, Inc.

Bulletin No. 8202

STATEMENT OF PURPOSE

The purpose of the Future Business Leaders of America (FBLA) is to provide, as an integral part of the instructional program, additional opportunities for secondary students in business education to develop vocational and career supportive competencies and to promote civic and personal responsibilities.

The co-curricular activities in this guide are designed to enrich and strengthen the students' interest and knowledge of business and FBLA.

FBLA is one of the most effective teaching methods for developing positive work attitudes, for assisting students in learning about employment opportunities, for developing job application and interviewing skills, for learning about the American enterprise system, for developing attitudes about civic and social responsibilities, and for developing other traits which are necessary in order to succeed as an employee and a consumer.

This guide was developed to provide business instructors with teaching strategies and student learning activities to complement and to supplement the existing instructional program. With the use of this guide, a business instructor should be able to:

--use more effectively the FBLA integrated (co-curricular) learning activities as a teaching tool in the classroom.

--recognize the educational value and motivational impact of integrated FBLA activities.

--coordinate FBLA-oriented learning activities within the business education curriculum.

--plan additional teaching strategies and student learning activities to increase business knowledges and skills through the FBLA integrated learning activities.

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ORGANIZATION OF THE GUIDE

The Guide for Integrating FBLA Into the Curriculum consists of six sections: Accounting, Basic Business, Office Procedures, Personal Development, Shorthand, and Typewriting.

Each section contains several student learning activities and solutions, when needed. All learning activities relate to FBLA and are representative of classroom instruction. Each activity specifies a student performance objective, instructions, and the learning activity.

The flexibility in the design of the Guide provides all business instructors the opportunity to select appropriate and varied learning activities to meet the needs of their students in any business education class. General cross references are made in the table of contents to suggest the use of the student learning activities in classes other than the specified subject areas. All of the learning activity sheets can be easily removed from the Guide for reproduction. The learning activities in this Guide are adaptable for use as individual or group instruction.

Instructors are encouraged to use the learning activities provided in the Guide in a variety of ways. Adaptability and Creativity are the key words to successfully integrating FBLA concepts into classroom situations. The student learning activities are presented as samples of the multitude of instructional activities that can be developed by business instructors to meet the needs of their students. The Guide can be used as a springboard for ideas that will enhance students' knowledge of FBLA, that will motivate students to increased participation in FBLA, and that will inform students and teachers about the Future Business Leaders of America.

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Accounting

ACCOUNTING

RECORDKEEPING

A. Receipts for FBLA Activities

STUDENT PERFORMANCE OBJECTIVE

Given the necessary information and receipt forms, the student will complete three receipts within the standards and time to be determined by the instructor.

INSTRUCTIONS

Use actual FBLA chapter figures or the following information to complete receipt forms typical of a local FBLA chapter:

Received From	Date	For	Amount
Nancy Lloyd	Sept. 12	Membership Dues	$ 3.00
Sari Brown	Feb. 14	Proceeds from FBLA Sweetheart Dance	75.00
Duane Thompson	April 1	Registration for State Leadership Conference	5.00

LEARNING ACTIVITY

See blank receipt forms on the next page.

ACCOUNTING

RECORDKEEPING

Receipts

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2741

Date ____________ 19____

Received of ______________________________

The Sum of ______________________ Dollars $ ________

For ______________________________

THANK YOU!

☐ Cash ☐ Check ☐ M.O.

By ____________________

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2742

Date ____________ 19____

Received of ______________________________

The Sum of ______________________ Dollars $ ________

For ______________________________

THANK YOU!

☐ Cash ☐ Check ☐ M.O.

By ____________________

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2743

Date ____________ 19____

Received of ______________________________

The Sum of ______________________ Dollars $ ________

For ______________________________

THANK YOU!

☐ Cash ☐ Check ☐ M.O.

By ____________________

ACCOUNTING

RECORDKEEPING

B. Inventory for FBLA Fund Raising Activity

STUDENT PERFORMANCE OBJECTIVE

Given an inventory sheet, quantity, and unit cost for ten items, the student will determine extensions and total cost of inventory within the standards and time to be determined by the instructor.

INSTRUCTIONS

Record the following information or actual inventories of FBLA money-making items: 15 FBLA sweaters @ $12.95, 4 blazers @ $31.00, 25 candles @ $1.95, 15 candles @ $2.00, 30 candles @ $1.55, 200 candy bars @ $.22, 59 note pads @ $.90, 60 boxes stationery @ $1.00, 75 place mats @ $1.15, and 20 cases of animal banks @ $12.00.

LEARNING ACTIVITY

See FBLA Inventory Sheet on the next page.

ACCOUNTING

RECORDKEEPING

FBLA Inventory Sheet

______________ Date ______________ High School

Quantity	Unit	Description	Unit Price	Total Cost

____
FBLA Treasurer or
Chairman

____
FBLA Adviser

C. Annual Budget for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given a list of chapter receipts and expenditures, the student will construct a budget using the form provided within the standards and time to be determined by the instructor.

INSTRUCTIONS

Use the following information or the actual budget for an FBLA chapter in completing an FBLA Chapter Budget.

Receipts: crunch bars $570, animal banks $540, 10 FBLA sweaters @ $22.95, FBLA candy $720, dues $300, rummage sale $60, beef drawing $1,000, two car washes $100.

Expenditures: animal banks $342, crunch bars $357.12, National dues $150, State dues $100, FBLA candy $440, sweaters $129.50, scrapbook expense $25, receipt books $15, Fall Leadership Conference $25, Regional Meeting $10, insurance $10, transportation $80, FBLA banquet trophies $50, State Conference registraton (40 people) $280, motel $240, transportation $80, blazers $124, National Conference (registration, motel & transportation) $950.

Beginning balance $50.35.

LEARNING ACTIVITY

See budget form on next page.

ACCOUNTING

RECORDKEEPING

FBLA Chapter Budget

__________________FBLA Chapter __________________High School

19__ - 19__year

Estimated Chapter Receipts:
Member Dues and Fees $__________
Chapter Projects: (list) __________ __________
__________ __________
__________ __________
__________ __________
__________ __________
Other Fund Raising Activities __________
Contributions __________
Other Chapter Income (itemize) __________ __________
__________ __________
__________ __________

TOTAL ESTIMATED RECEIPTS $__________

Estimated Chapter Expenditures:
National FBLA Dues $__________
State FBLA Dues __________
Stationery Supplies __________
Postage __________
Scrapbook Expense __________
Leadership Conferences __________
State Conference __________
Regional Meetings __________
FBLA Banquet Expense __________
Trophies & Awards __________
Other -- itemize __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

TOTAL ESTIMATED EXPENDITURES $__________

Balance at beginning of year $__________
Total Receipts __________
Less Total Disbursements __________
Estimated balance at end of year $__________

Approved: ______________________ ______________________
FBLA Chapter Treasurer FBLA Chapter Adviser

SOLUTIONS-ACCOUNTING

RECORDKEEPING

A. Solution to Receipts for FBLA Activities

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2744
Date Sept. 12 19 --

Received of Nancy Lloyd
The Sum of Three 00/100-------------------- Dollars $ 3.00
For Membership Dues

THANK YOU!

☐ Cash ☐ Check ☐ M.O.
By

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2745
Date Feb. 14 19 --

Received of Sari Brown
The Sum of Seventy-five 00/100------------- Dollars $ 75.00
For Proceeds from FBLA Sweetheart Dance

THANK YOU!

☐ Cash ☐ Check ☐ M.O.
By

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.
POST OFFICE BOX 17417 - DULLES PHONE 703-860-0233
WASHINGTON, D.C. 20041

Nº 2746
Date April 1 19 --

Received of Duane Thompson
The Sum of Five 00/100--------------------- Dollars $ 5.00
For Registration State Leadership Conference

THANK YOU!

☐ Cash ☐ Check ☐ M.O.
By

B. Solution to Inventory for FBLA Fund Raising Activity

ACCOUNTING

RECORDKEEPING

FBLA Inventory Sheet

_______________Date

_______________High School

Quantity	Unit	Description	Unit Price	Total Cost
15	each	FBLA Sweaters	12.95	$194.25
4	each	FBLA Blazers	31.00	124.00
25	each	Candles	1.95	48.75
15	each	Candles	2.00	30.00
30	each	Candles	1.55	46.50
200	each	Candy Bars	.22	44.00
59	each	Note Pads	.90	53.10
60	boxes	Stationery	1.00	60.00
75	each	Place Mats	1.15	86.25
20	cases	Animal Banks	12.00	240.00
			Total	$926.85

____
FBLA Treasurer or Chairman

____
FBLA Adviser

ACCOUNTING

RECORDKEEPING

FBLA Chapter Budget

_______________ FBLA Chapter _______________ High School

19__ - 19__ year

Estimated Chapter Receipts:		
Member Dues and Fees		$ 300.00
Chapter Projects: (list)	Crunch Bars	570.00
	Animal Banks	540.00
	FBLA Sweaters	229.50
	FBLA Candy	720.00
Other Fund Raising Activities		
Contributions		
Other Chapter Income (itemize)	Rummage Sale	60.00
	Beef Drawing	1,000.00
	Car Washes - 2	100.00
TOTAL ESTIMATED RECEIPTS		$ 3,519.50
Estimated Chapter Expenditures:		
National FBLA Dues		$ 150.00
State FBLA Dues		100.00
Stationery Supplies		15.00
Postage		
Scrapbook Expense		25.00
Leadership Conferences		25.00
State Conference		280.00
Regional Meetings		10.00
FBLA Banquet Expense		
Trophies & Awards		50.00
Other -- itemize	Animal Banks	342.00
	Crunch Bars	357.12
	FBLA Candy	440.00
	FBLA Sweaters	129.50
	Insurance	10.00
	Motel-State Conf.	240.00
	Transportation	160.00
	FBLA Blazers	124.00
	National Conf.	950.00
TOTAL ESTIMATED EXPENDITURES		$ 3,407.62

Balance at beginning of year	$ 50.35
Total Receipts	3,519.50
Less Total Disbursements	3,407.62
Estimated balance at end of year	$ 162.23

Approved: _______________ _______________

FBLA Chapter Treasurer FBLA Chapter Adviser

ACCOUNTING

BOOKKEEPING

A. Checks, Bank Deposits, and Treasurer's Report for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given essential data, the student will write checks, make a bank deposit, and prepare a treasurer's report using the information and forms provided within the standards and time to be determined by the instructor.

INSTRUCTIONS

Write checks, make bank deposits, and prepare a treasurer's report using the information and forms provided similar to those actually used by an FBLA Treasurer.

LEARNING ACTIVITY

You have been elected Treasurer of your FBLA Chapter. As the Treasurer, you are to write the following checks and fill in the check stubs. As you write the checks and fill in the stubs, you are to record the deposits and complete bank deposit forms at the proper times. Next, you should prepare a Treasurer's Report for period ending December 31, 19__ on the form provided.

September 1, 19__ - Enter balance on check stub of $50.75.

1. September 9, 19__ - Write a check to (Your Choice) Bank for $25 to establish a Petty Cash Fund.
2. September 10, 19__ - Write a check to (Your Choice) Grocery for $15 for soft drinks for your "Get Acquainted" Party.
3. September 11, 19__ - Write a check to School Supply Company for $7.50 for poster and bulletin board supplies.
4. October 1, 19__ - Deposit $171 collected for FBLA dues. (57 members)
5. October 4, 19__ - Write a check for $5.98 to your adviser to reimburse her/him for car expenses for taking four officers to the District Officer's Workshop. (46 miles @ .13 a mile)
6. October 15, 19__ - Deposit $393 collected for FBLA dues. (131 members)
7. October 26, 19__ - Write a check to (Current state FBLA Treasurer) for $282 dues for your members.
8. October 26, 19__ - Write a check to National FBLA-PBL, Inc., for $188 for dues for your members.
9. December 10, 19__ - Write a check to (Your Choice) Bank for $25 cash to be used as your contribution to the "Christmas Family" fund that your Chapter and your Student Council are sponsoring jointly.

See the blank checks, check stubs, deposit forms, and treasurer's report form on the following pages.

ACCOUNTING
BOOKKEEPING

NO. ____________ $ ____________
DATE ________________ 19____
TO ________________________
FOR ________________________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81-89}{829}$ No.

FAYETTEVILLE, ARK. ________________ 19____

PAY TO THE ORDER OF ________________________________ $ ____________

____ DOLLARS

FOR ________________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

____

⑆08 29⑈0089⑆

NO. ____________ $ ____________
DATE ________________ 19____
TO ________________________
FOR ________________________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81-89}{829}$ No.

FAYETTEVILLE, ARK. ________________ 19____

PAY TO THE ORDER OF ________________________________ $ ____________

____ DOLLARS

FOR ________________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

____

⑆08 29⑈0089⑆

NO. ____________ $ ____________
DATE ________________ 19____
TO ________________________
FOR ________________________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81-89}{829}$ No.

FAYETTEVILLE, ARK. ________________ 19____

PAY TO THE ORDER OF ________________________________ $ ____________

____ DOLLARS

FOR ________________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

____

⑆08 29⑈0089⑆

ACCOUNTING

BOOKKEEPING

A. Checks, Bank Deposits, and Treasurer's Report for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given essential data, the student will write checks, make a bank deposit, and prepare a treasurer's report using the information and forms provided within the standards and time to be determined by the instructor.

INSTRUCTIONS

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LEARNING ACTIVITY

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See the blank checks, check stubs, deposit forms, and treasurer's report form on the following pages.

ACCOUNTING

BOOKKEEPING

NO. ________ $ ________

DATE ____________ 19 ___

TO ________________

FOR _______________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

81-89/829 No.

FAYETTEVILLE, ARK. __________ 19 ____

PAY TO THE ORDER OF ________________________ $ ________

______________________________________ DOLLARS

FOR ________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆08 29⑈0089⑆

NO. ________ $ ________

DATE ____________ 19 ___

TO ________________

FOR _______________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

81-89/829 No.

FAYETTEVILLE, ARK. __________ 19 ____

PAY TO THE ORDER OF ________________________ $ ________

______________________________________ DOLLARS

FOR ________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆08 29⑈0089⑆

NO. ________ $ ________

DATE ____________ 19 ___

TO ________________

FOR _______________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

81-89/829 No.

FAYETTEVILLE, ARK. __________ 19 ____

PAY TO THE ORDER OF ________________________ $ ________

______________________________________ DOLLARS

FOR ________________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆08 29⑈0089⑆

ACCOUNTING
BOOKKEEPING

NO. ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
″		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81\text{-}89}{829}$ No.

FAYETTEVILLE, ARK. ________ 19____

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

NO. ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
″		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81\text{-}89}{829}$ No.

FAYETTEVILLE, ARK. ________ 19____

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

NO. ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
″		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

$\frac{81\text{-}89}{829}$ No.

FAYETTEVILLE, ARK. ________ 19____

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

ACCOUNTING
BOOKKEEPING

NO. ____________ $ ____________

DATE ____________ 19____

TO ____________

FOR ____________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT DEPOSITED		
TOTAL		
AMT THIS CHECK		
BAL. CAR'D FOR'D		

SAMPLE

81-89/829 No.

FAYETTEVILLE, ARK. ____________ 19____

PAY TO THE ORDER OF ____________ $ ____________

____________ DOLLARS

FOR ____________

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

DATE ____________ 19____

FOR ACCOUNT OF

DEPOSIT	DOLLARS	CENTS
CURRENCY		
SILVER		
CHECKS AS FOLLOWS		
TOTAL		
LESS CASH		
AMOUNT OF DEPOSIT		

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT.

First National Bank of Fayetteville
FAYETTEVILLE, ARKANSAS

⑈539⑈1⑈131⑈1⑈

DATE ____________ 19____

FOR ACCOUNT OF

DEPOSIT	DOLLARS	CENTS
CURRENCY		
SILVER		
CHECKS AS FOLLOWS		
TOTAL		
LESS CASH		
AMOUNT OF DEPOSIT		

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT.

First National Bank of Fayetteville
FAYETTEVILLE, ARKANSAS

⑈539⑈1⑈131⑈1⑈

____________ FBLA Chapter
Treasurer's Report

Period Ending ____________

Balance on hand ____________ $____________

Receipts:

Dues Collected ____________ ____________

Other ____________ ____________

____

Total: $____________

Disbursements:

____________ $____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

Total: $____________

Balance on hand $____________

ACCOUNTING

BOOKKEEPING

B. Bank Reconciliation Statement for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given the date, service charge, outstanding checks, unrecorded deposit(s), checkbook balance, and bank statement balance, the student will prepare a reconciliation within the standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare a bank reconciliation statement using the data provided as this is one of the duties of the Treasurer of an FBLA chapter.

LEARNING ACTIVITY

Bank balance per bank statement on October 31, 19__ is $247.49. Service charge of $2.25 was made by the bank and not recorded in check stubs. You find that Check No. 451 for $180 and Check No. 452 for $120 have not been included with the statement. A deposit in the checkbook for $120 has not been recorded on the bank statement. The checkbook balance is $69.74. Prepare a bank reconciliation statement for your FBLA Chapter.

C. Cash Journal for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given the receipts and disbursements, the student will journalize data for a one-month period within standards and time to be determined by the instructor.

INSTRUCTIONS

Use the following data (or actual data of FBLA receipts and disbursements, if available) to journalize transactions for the month of September. Number checks and receipts beginning with #1 (e.g. Ck1 or R1). The beginning balance on September 8, 19__ was $248.78.

LEARNING ACTIVITY

September 8--Dues received $24.00, Candle sale receipts $58.00; September 9--Dues received $36.00, Refreshments for meeting $18.00, Candle sale receipts $94.00; September 11--Dues received $15.00; September 15--Concession supplies $152.28, Candle sale receipts $78.00, Dues received $18.00; September 16--Concession sales receipts $221.28, Expenses for officers to attend FBLA district meeting $50.00; September 28--Dues received $12.00.

See the Cash Journal on the next page.

Cash Journal

For Period ________________ To ________________

Date	Received From or Paid To	Check Rec. No.	Receipts	Disbursements	Balance

SOLUTIONS--ACCOUNTING

BOOKKEEPING

A. Solution to Checks, Bank Deposits, Treasurer's Report for FBLA Chapter

NO. 1 $ 25.00
DATE 9/9/ 19__
TO Your Choice Bank
FOR Petty Cash Fund

	DOLLARS	CENTS
BAL. BRO'T FOR'D	50	75
AMT. DEPOSITED		
" "		
TOTAL	50	75
AMT. THIS CHECK	25	00
BAL. CAR'D FOR'D	25	75

SAMPLE

81-89/829 No. 1

FAYETTEVILLE, ARK. 9/9/ 19__

PAY TO THE ORDER OF Your Choice Bank $25.00

Twenty-five and 00/100 DOLLARS

FOR Petty Cash Fund

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

Your Name

⑆0829⑈0089⑆

NO. 2 $ 15.00
DATE 9/10/ 19__
TO Your Choice Grocery
FOR Soft Drinks

	DOLLARS	CENTS
BAL. BRO'T FOR'D	25	75
AMT. DEPOSITED		
" "		
TOTAL	25	75
AMT. THIS CHECK	15	00
BAL. CAR'D FOR'D	10	75

SAMPLE

81-89/829 No. 2

FAYETTEVILLE, ARK. 9/10/ 19__

PAY TO THE ORDER OF Your Choice Grocery $15.00

Fifteen and 00/100 DOLLARS

FOR Soft Drinks

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

Your Name

⑆0829⑈0089⑆

NO. 2 $ 7.50
DATE 9/11/ 19__
TO School Supply Co.
FOR Supplies

	DOLLARS	CENTS
BAL. BRO'T FOR'D	10	75
AMT. DEPOSITED		
" "		
TOTAL	10	75
AMT. THIS CHECK	7	50
BAL. CAR'D FOR'D	3	25

SAMPLE

81-89/829 No. 3

FAYETTEVILLE, ARK. 9/11/ 19__

PAY TO THE ORDER OF School Supply Co. $7.50

Seven and 50/100 DOLLARS

FOR Supplies

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

Your Name

⑆0829⑈0089⑆

ACCOUNTING

BOOKKEEPING

Solutions to Checks, Bank Deposits, Treasurer's Report for FBLA Chapter

NO 4 $5.98
DATE 10/4 19
TO Adviser FBLA
FOR Car Expenses

	DOLLARS	CENTS
BAL. BRO'T FOR'D	3	25
AMT DEPOSITED	171	00
TOTAL	174	25
AMT THIS CHECK	5	98
BAL. CAR'D FOR'D	168	27

SAMPLE

81-89/829 No. 4

FAYETTEVILLE, ARK. 10/4/19

PAY TO THE ORDER OF Adviser's Name $5.98

Five and 98/100 DOLLARS

FOR Car Expenses

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

Your Name

NO 5 $282.00
DATE 10/26 19
TO State FBLA Treasurer
FOR Dues

	DOLLARS	CENTS
BAL. BRO'T FOR'D	168	27
AMT DEPOSITED	393	00
TOTAL	561	27
AMT THIS CHECK	282	00
BAL. CAR'D FOR'D	279	27

SAMPLE

81-89/829 No. 5

FAYETTEVILLE, ARK. 10/26/19

PAY TO THE ORDER OF State FBLA Treasurer $282.00

Two hundred eighty-two and 00/100 DOLLARS

FOR Dues

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

Your Name

NO 6 $188.00
DATE 10/26 19
TO National FBLA-PBL Inc
FOR Dues

	DOLLARS	CENTS
BAL. BRO'T FOR'D	279	27
AMT DEPOSITED		
TOTAL	279	27
AMT THIS CHECK	188	00
BAL. CAR'D FOR'D	91	27

SAMPLE

81-89/829 No. 6

FAYETTEVILLE, ARK. 10/26/19

PAY TO THE ORDER OF National FBLA-PBL, Inc. $188.00

One hundred eighty eight and 00/100 DOLLARS

FOR Dues

NATIONAL BANK
FAYETTEVILLE, ARKANSAS

⑆0829⑈0089⑆

Your Name

ACCOUNTING

BOOKKEEPING

Solution to Checks, Bank Deposits, Treasurer's Report for FBLA Chapter

NO. 7 $25.00
DATE 12/10/ 19 78
TO Your Choice Bank
FOR Christmas Family Fund

	DOLLARS	CENTS
BAL. BROT FOR'D	91	27
AMT. DEPOSITED		
TOTAL	91	27
AMT. THIS CHECK	25	00
BAL. CAR'D FOR'D	66	27

SAMPLE

81-89/829 No. 7

FAYETTEVILLE, ARK. 12/10 19 . .

PAY TO THE ORDER OF Your Choice Bank $25.00
Twenty - five and 00/100 ——— DOLLARS

FOR Christmas Family Fund

NATIONAL BANK
FAYETTEVILLE, ARKANSAS
⑆0829⑈0089⑆

Your Name

DATE 10/1 19

FOR ACCOUNT OF

Your FBLA Chapter
City
State Zip

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT.

First National Bank of Fayetteville
FAYETTEVILLE, ARKANSAS

⑈539⑈1⑈131⑈1⑈

DEPOSIT	DOLLARS	CENTS
CURRENCY	171	00
SILVER		
CHECKS AS FOLLOWS		
TOTAL	171	00
LESS CASH		
AMOUNT OF DEPOSIT	171	00

DATE 10/15 19

FOR ACCOUNT OF

Your FBLA Chapter
City
State Zip

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT.

First National Bank of Fayetteville
FAYETTEVILLE, ARKANSAS

⑈539⑈1⑈131⑈1⑈

DEPOSIT	DOLLARS	CENTS
CURRENCY	393	00
SILVER		
CHECKS AS FOLLOWS		
TOTAL	393	00
LESS CASH		
AMOUNT OF DEPOSIT	393	00

ACCOUNTING

BOOKKEEPING

Solution to Checks, Bank Deposits, Treasurer's Report for FBLA Chapter

______________________FBLA Chapter
Treasurer's Report

Period Ending______________________

Balance on hand		$ 50.75
Receipts:		
Dues Collected		564.00
Other		
	Total:	$ 614.75
Disbursements:		
Petty Cash Fund	$ 25.00	
Refreshments	15.00	
Poster Materials	7.50	
Car Expense to Officer's Workshop	5.98	
State dues	282.00	
National dues	188.00	
Christman family	25.00	
	Total:	$ 548.48
Balance on hand		$ 66.27

SOLUTIONS--ACCOUNTING

BOOKKEEPING

B. Solution to Bank Reconciliation Statement for FBLA Chapter

Name of Your Chapter

Bank Reconciliation Statement

October 31, ____

Balance, per checkbook	$69.74	Balance, per bank statement		$247.49
Less Unrecorded Service Charge	2.25	Plus Unrecorded Deposit		120.00
				$367.49
		Less Outstanding Checks		
		No. 451	$180.00	
		No. 452	120.00	300.00
Corrected Balance	$67.49	Corrected Balance		$ 67.49

C. Solution to Cash Journal for FBLA Chapter

Cash Journal

For Period________________To________________

Date	Received From or Paid To	Check Rec. No.	Receipts	Disbursements	Balance
Sept 8	Balance on Hand				248.78
8	Dues	R1	24.00		272.78
8	Candle Sales	R2	58.00		330.78
9	Dues	R3	36.00		366.78
9	Refreshments for meeting	Ck1		18.00	348.78
9	Candle Sales	R4	94.00		442.78
11	Dues	R5	15.00		457.78
15	Concession supplies	Ck2		152.28	305.50
15	Candle Sales	R6	78.00		383.50
15	Dues	R7	18.00		401.50
16	Concession Sales	R8	221.28		622.78
16	Officers expenses Dist. Meet.	Ck3		50.00	572.78
28	Dues	R9	12.00		584.78

ACCOUNTING

ACCOUNTING

A. Balance Sheet for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given the assets and liabilities, the student will prepare the chapter balance sheet using the form provided within the standards and time to be determined by the instructor.

INSTRUCTIONS

Use the following data to prepare the balance sheet for September 30, 19__. (Actual data may be used if available rather than what is provided here.)

Assets

Cash $500.00, Letter file $100.00, Camera and case $35.00, Merchandise Inventory $400.00, Awards $50.00, and FBLA banner $25.00.

Liabilities

Ace Supply Company $75.00 and Bright of America $130.00.

LEARNING ACTIVITY

ACCOUNTING

FBLA Income Statement

_______________FBLA Chapter _______________High School

For the Period___________

Chapter Receipts:	Member Dues and Fees	$_______
	Chapter Projects	_______
	Other Fund-raising Activities	_______
	Contributions	_______
	Other Chapter Income:	
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	Total	$_______
Disbursements:	_______________________	$_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	_______________________	_______
	Total	$_______

TOTAL RECEIPTS	$_______
TOTAL DISBURSEMENTS	_______
BALANCE ON HAND	$_______

Approved: _______________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

ACCOUNTING

B. Income Statement for FBLA Chapter

STUDENT PERFORMANCE OBJECTIVE

Given the sources of income and expense, the student will prepare the chapter income statement for the school year within the standards and time to be determined by the instructor.

INSTRUCTIONS

Use the following data to prepare an income statement for the year. (Actual data from the chapter may be used if available.)

Income

Membership Dues and Fees $135.00, Chapter Project $200.00, Sale of Candles $75.00, Contributions $400.00, Basketball Snack-bar $650.00.

Expenses

State Dues $50.00, National Dues $75.00, Candles $25.00, Awards $15.00, State Leadership Conference $90.00, Miscellaneous expense $45.00.

LEARNING ACTIVITY

See income statement form on next page.

SOLUTIONS--ACCOUNTING

A. Solution to Balance Sheet for FBLA Chapter

BALANCE SHEET

September 30, 19--

Assets				Liaibilities			
Cash		500	00	Ace Supply Company		75	00
Merchandise Inventory		400	00	Bright of America		130	00
Letter File		100	00	Total Liabilities		205	00
Camera and case		35	00				
Awards		50	00	Capital			
FBLA banner		25	00	FBLA, Capital		905	00
Total Assets	1	110	00	Total Liab. & Capital	1	110	00

B. Solution to Income Statement for FBLA Chapter

FBLA Income Statement

__________ FBLA Chapter __________ High School

For the Period __________

Chapter Receipts:	Member Dues and Fees	$ 135.00
	Chapter Projects	200.00
	Other Fund-raising Activities	75.00
	Contributions	400.00
	Other Chapter Income:	
	Basketball Snack Bar	650.00
	Total	$1,460.00
Disbursements:	State dues	$ 50.00
	National dues	75.00
	Candles	25.00
	Awards	15.00
	State Leadership Conference	90.00
	Miscellaneous expense	45.00
	Total	$ 300.00

TOTAL RECEIPTS	$ 1,460.00
TOTAL DISBURSEMENTS	300.00
BALANCE ON HAND	$ 1,160.00

Approved: __________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

SOLUTIONS--ACCOUNTING

A. Solution to Balance Sheet for FBLA Chapter

BALANCE SHEET

September 30, 19--

Assets				Liaibilities			
Cash		500	00	Ace Supply Company		75	00
Merchandise Inventory		400	00	Bright of America		130	00
Letter File		100	00	Total Liabilities		205	00
Camera and case		35	00				
Awards		50	00	Capital			
FBLA banner		25	00	FBLA, Capital		905	00
Total Assets	1	110	00	Total Liab. & Capital	1	110	00

SOLUTIONS--ACCOUNTING

B. Solution to Income Statement for FBLA Chapter

FBLA Income Statement

________________ FBLA Chapter ________________ High School

For the Period ____________

Chapter Receipts:	Member Dues and Fees	$ 135.00
	Chapter Projects	200.00
	Other Fund-raising Activities	75.00
	Contributions	400.00
	Other Chapter Income:	
	Basketball Snack Bar	650.00
	Total	$1,460.00
Disbursements:	State dues	$ 50.00
	National dues	75.00
	Candles	25.00
	Awards	15.00
	State Leadership Conference	90.00
	Miscellaneous expense	45.00
	Total	$ 300.00

TOTAL RECEIPTS	$ 1,460.00
TOTAL DISBURSEMENTS	300.00
BALANCE ON HAND	$ 1,160.00

Approved: ____________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

SOLUTIONS--ACCOUNTING

A. Solution to Balance Sheet for FBLA Chapter

BALANCE SHEET
September 30, 19--

Assets				Liaibilities			
Cash		500	00	Ace Supply Company		75	00
Merchandise Inventory		400	00	Bright of America		130	00
Letter File		100	00	Total Liabilities		205	00
Camera and case		35	00				
Awards		50	00	Capital			
FBLA banner		25	00	FBLA, Capital		905	00
Total Assets	1	110	00	Total Liab. & Capital	1	110	00

SOLUTIONS--ACCOUNTING

B. Solution to Income Statement for FBLA Chapter

FBLA Income Statement

______________ FBLA Chapter ______________ High School

For the Period ____________

Chapter Receipts:	Member Dues and Fees	$ 135.00
	Chapter Projects	200.00
	Other Fund-raising Activities	75.00
	Contributions	400.00
	Other Chapter Income:	
	Basketball Snack Bar	650.00
	Total	$1,460.00
Disbursements:	State dues	$ 50.00
	National dues	75.00
	Candles	25.00
	Awards	15.00
	State Leadership Conference	90.00
	Miscellaneous expense	45.00
	Total	$ 300.00

TOTAL RECEIPTS	$ 1,460.00
TOTAL DISBURSEMENTS	300.00
BALANCE ON HAND	$ 1,160.00

Approved: ______________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

SOLUTIONS--ACCOUNTING

A. Solution to Balance Sheet for FBLA Chapter

BALANCE SHEET

September 30, 19--

Assets				Liaibilities			
Cash		500	00	Ace Supply Company		75	00
Merchandise Inventory		400	00	Bright of America		130	00
Letter File		100	00	Total Liabilities		205	00
Camera and case		35	00				
Awards		50	00	Capital			
FBLA banner		25	00	FBLA, Capital		905	00
Total Assets	1	110	00	Total Liab. & Capital	1	110	00

SOLUTIONS--ACCOUNTING

B. Solution to Income Statement for FBLA Chapter

FBLA Income Statement

__________ FBLA Chapter __________ High School

For the Period __________

Chapter Receipts:	Member Dues and Fees	$ 135.00
	Chapter Projects	200.00
	Other Fund-raising Activities	75.00
	Contributions	400.00
	Other Chapter Income:	
	Basketball Snack Bar	650.00
	Total	$1,460.00
Disbursements:	State dues	$ 50.00
	National dues	75.00
	Candles	25.00
	Awards	15.00
	State Leadership Conference	90.00
	Miscellaneous expense	45.00
	Total	$ 300.00

TOTAL RECEIPTS	$ 1,460.00
TOTAL DISBURSEMENTS	300.00
BALANCE ON HAND	$ 1,160.00

Approved __________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

5

SOLUTIONS--ACCOUNTING

A. Solution to Balance Sheet for FBLA Chapter

BALANCE SHEET

September 30, 19--

Assets				Liaibilities			
Cash		500	00	Ace Supply Company		75	00
Merchandise Inventory		400	00	Bright of America		130	00
Letter File		100	00	Total Liabilities		205	00
Camera and case		35	00				
Awards		50	00	Capital			
FBLA banner		25	00	FBLA, Capital		905	00
Total Assets	1	110	00	Total Liab. & Capital	1	110	00

SOLUTIONS--ACCOUNTING

B. Solution to Income Statement for FBLA Chapter

FBLA Income Statement

________________FBLA Chapter ________________High School

For the Period____________

Chapter Receipts:	Member Dues and Fees	$ 135.00
	Chapter Projects	200.00
	Other Fund-raising Activities	75.00
	Contributions	400.00
	Other Chapter Income:	
	Basketball Snack Bar	650.00
	Total	$1,460.00
Disbursements:	State dues	$ 50.00
	National dues	75.00
	Candles	25.00
	Awards	15.00
	State Leadership Conference	90.00
	Miscellaneous expense	45.00
	Total	$ 300.00

TOTAL RECEIPTS	$ 1,460.00
TOTAL DISBURSEMENTS	300.00
BALANCE ON HAND	$ 1,160.00

Approved: ____________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

ACCOUNTING

DATA PROCESSING

A. Flow Chart for FBLA Chapter Election

STUDENT PERFORMANCE OBJECTIVE

Given a sheet of paper with the standard flow chart symbols and a list of six major offices in an FBLA chapter, the student will prepare a flow chart outlining the procedure used in the election of FBLA officers within standards and time to be determined by the instructor.

INSTRUCTIONS

1) Prepare a flow chart outlining the procedure used in the election of FBLA officers,
2) Use the standard flow chart symbols given, and
3) Insert the proper statements in each symbol.

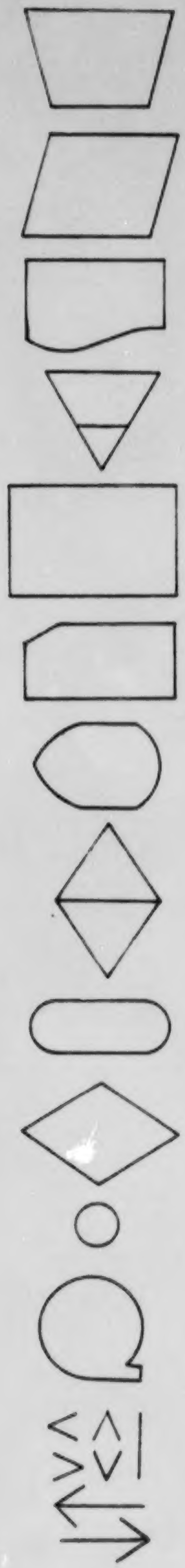
LEARNING ACTIVITY

See the next page with standard flow chart symbols and a list of six major offices in FBLA.

ACCOUNTING

DATA PROCESSING

Assignment: Using standard flow chart symbols and the six FBLA offices provided, prepare a flow chart outlining the procedure used in the election of FBLA officers. The offices are president, vice president, secretary, treasurer, reporter, and historian. NOTE: NOT ALL SYMBOLS ARE USED IN THIS EXERCISE.



ACCOUNTING

DATA PROCESSING

B. Flow Chart for FBLA Fund Raising Activity

STUDENT PERFORMANCE OBJECTIVE

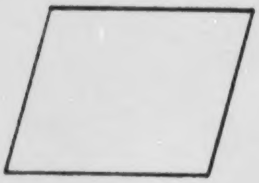
Given the problem of designing a flow chart, the student will illustrate the purchase, distribution, and sale of an FBLA money-making project within the standards and time to be determined by the instructor.

INSTRUCTIONS

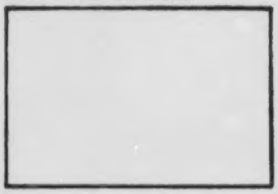
On an unlined piece of paper, design a simple flow chart using the basic symbols below to trace the purchase, distribution, and sale of an FBLA money-making item.

LEARNING ACTIVITY

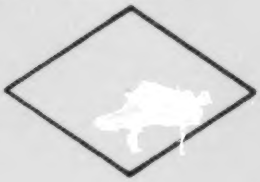
1. Input/output



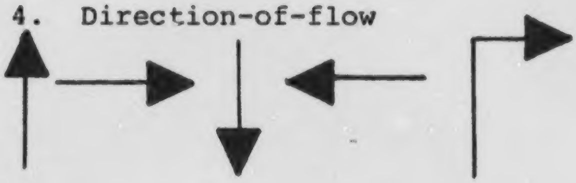
2. Process



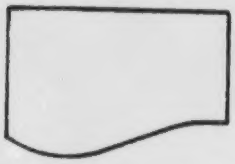
3. Decision



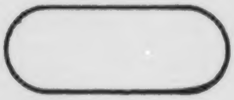
4. Direction-of-flow



5. Document



6. Terminal



ACCOUNTING

DATA PROCESSING

C. Input/Output Documents for FBLA Fund Raising Activity

STUDENT PERFORMANCE OBJECTIVE

Given a deposit slip, a request for requisition, distribution records, and a sales graph, the student will fill out the forms within the standards and time determined by the instructor.

INSTRUCTIONS

Complete the following input/output devices using figures from an actual FBLA fund raising activity.

1. Deposit slip (used to record all money received)
2. Request for requisition (to be turned in to school bookkeeper)
3. Distribution record (record of products checked in and out)
4. Sales graph (shows product sales by individuals)

LEARNING ACTIVITY

1. Deposit slip (3x5)

FBLA DEPOSIT SLIP
Activity Fund

Date ____________ Account #___________
Received for ____

Quantity	Description	Amt.	Total Rec'd

Signed

ACCOUNTING

DATA PROCESSING

2. Request for Requisition (3x5 card)

FBLA REQUEST FOR REQUISITION
Activity Fund

Date______________ Account # _______

Quantity	Description	Amt.	Total

Signed

ACCOUNTING

DATA PROCESSING

3. Distribution Record (5x8 card)

FBLA DISTRIBUTION RECORD

Name__________________________

Item Sold_____________________ Price of Item Sold_______________

Date Issued	Qty	Ck'd Out	Date Ret'd	Items Ret'd	$ Ret'd	Balance	Ck'd In

1.34

ACCOUNTING

DATA PROCESSING

4. Sales Graph (can be put on graph paper and should resemble one on bulletin board.)

FBLA SALES GRAPH

_______________Activity   Dates__________to__________

Name	$20	$40	$60	$80	$100	$120

ACCOUNTING

DATA PROCESSING

D. FBLA Data Processing Event Practice Test

STUDENT PERFORMANCE OBJECTIVE

Given the Data Processing event practice test, the student will complete the test within standards and time to be determined by the instructor.

INSTRUCTIONS

Complete the following test in order to become familiar with the types of questions that may be asked in the Data Processing event during an FBLA State Leadership Conference. Further instructions are given on the test. Use the answer sheet provided at the back of the test. Do not write on the test.

LEARNING ACTIVITY

FBLA Data Processing Event

1. Read all instructions carefully.
2. Do not begin working on this test until instructed to do so.
3. Before beginning this test, make sure that you have:
   - (A) the test
   - (B) an answer sheet
   - (C) a piece of scratch paper
   - (D) a pencil and an eraser
4. On the answer sheet:
   - (A) Write name and the school name.
   - (B) Read the printed directions
   - (C) Observe the layout--put "●" over the letter representing the correct answer to each question--a correct answer in an incorrect location is an incorrect answer.

ACCOUNTING

DATA PROCESSING

5. This test is divided into four sections totaling 100 points.

   (A) Section one consists of 22 true-false questions. Each correct answer is worth 1/2 point. On the answer sheet put an "x" through "T" for a true answer and through "F" for a false answer.

   (B) Section two consists of 25 multiple choice questions. Each correct answer is worth 2 points. Put an "x" through the correct answer.

   (C) The third section of this test is also multiple choice and deals with flow charting. There are 13 questions in this section. Each correct answer is worth 3 points. Put an "x" through the correct answer.

   (D) The final section of this test is an evaluation of the test and of data processing. This section is also multiple choice. The answers to the last 7 questions will not affect the score. Therefore, if it is necessary, more than one answer may be marked in this section only. Put an "x" through the answer or answers.

6. In the event of a tie, the student completing the test first will be the winner--however, a tie is very unlikely.

7. After beginning the test, read each question carefully and select the best answer.

8. Don't worry too much--the test is equally difficult for everyone--if not sure of an answer, make a guess.

9. When the test is completed, turn in the test and answer sheet.

ACCOUNTING

DATA PROCESSING

EXAM SECTION ONE TRUE FALSE

1. Automatic Data Processing has been accepted as a cure-all for the problems of American business.
2. Card readers and high speed printers are common I/O devices.
3. Documentation is a record of the work performed.
4. The binary value 0001 is the decimal equivalent of .0001.
5. There may be up to 80 fields on a single 80 column data card.
6. Each vertical column of the basic 80 column card can be punched with one character of information.
7. The value 9 is represented on the basic 80 column card by punches in the four row and the five row.
8. The letter B is represented on the basic 80 column card by punches in the twelve row and the two row.
9. If a card has an error, it must be corrected by repunching the entire card.
10. The number of columns required to punch the value 9184 is six.
11. Each alphabetic character is represented on the basic 80 column card by a zone punch and a digit punch.
12. A minimum of one blank column must separate each data field on the standard 80 column IBM card.
13. The binary equivalent of the decimal value 9 is 1001.
14. The keypunch is classified as a recording device.
15. Light pens are neither input nor output devices.
16. Teletypewriters are one of the slowest I/O devices.
17. The decimal equivalent of the binary value 0100 is 4.
18. The interpreter in a unit record card punching operation is the person who proofreads the punched cards.
19. The collator is programmed by the use of a program card.
20. Random is to disk as sequential is to tape.
21. Timesharing is a system which allows many individuals to use the same computer at the same time.
22. The accounting machine is programmed by the use of a control panel board.

ACCOUNTING

DATA PROCESSING

EXAM SECTION TWO MULTIPLE CHOICE

23. The Hollerith code was developed by:

    (A) Dr. Remington Rand
    (B) Dr. I. Brandon Milton
    (C) Dr. Herman Hollerith
    (D) The Department of Defense
    (E) none of these

24. The basic 80 column card can be divided into:

    (A) 2 fields
    (B) 11 fields
    (C) 80 fields
    (D) all of these
    (E) none of these

25. COBOL is primarily a:

    (A) language used to solve scientific problems
    (B) machine level language
    (C) language for processing business data
    (D) computer system designed by IBM for business applications.
    (E) series of business flowcharts

26. The program unit on IBM keypunch machines conditions the machine to:

    (A) duplicate fields
    (B) skip fields
    (C) punch alphabetic data
    (D) punch numeric data
    (E) all of these

27. COBOL stands for:

    (A) Common Business Oriented Language
    (B) Complete Binary Object Language
    (C) Card Operated Buffered Operand Linkage
    (D) Compiler Ordered Branch or Loop
    (E) none of these

28. Transistors and diodes are identified with:

    (A) 3rd generation computers
    (B) working storage
    (C) GIGO
    (D) 2nd generation computers
    (E) assemblers

ACCOUNTING

DATA PROCESSING

EXAM SECTION TWO MULTIPLE CHOICE

29. Desk checking consists of:
    - (A) a review of the general logic for completeness
    - (B) a dry run with sample data
    - (C) the programmer "playing computer"
    - (D) none of these
    - (E) all of these

30. The processing of data consists of:
    - (A) recording
    - (B) classifying
    - (C) arranging
    - (D) printing
    - (E) all of these

31. The programmer performs which of the following tasks:
    - (A) logical analysis and flowchart preparation
    - (B) coding
    - (C) a & b
    - (D) desk checking, documentation, testing & installation
    - (E) a, b & d

32. A compiler:
    - (A) is more powerful than an assembler
    - (B) is synonymous with assembler
    - (C) translates instructions item for item
    - (D) is less powerful than an assembler
    - (E) is used only with analog computers

33. The cathode ray tube:
    - (A) is primarily an input device
    - (B) is primarily an output device
    - (C) is both an input and output device
    - (D) is neither an input nor output device
    - (E) regulates the flow of data in the working storage section

34. The translation of the program functions into a block diagram to provide a graphic representation of the steps the machine will follow is called:
    - (A) scheduling
    - (B) coding
    - (C) flowcharting
    - (D) documentation
    - (E) program narrative

35. Punched cards, paper tape, and magnetic tape:
    - (A) are primarily input mediums
    - (B) are primarily output mediums
    - (C) are both input and output mediums
    - (D) are not yet used in business data processing
    - (E) are all faster than the disk

EXAM SECTION TWO MULTIPLE CHOICE

36. Vacuum tubes are identified with:

(A) 1st generation computers
(B) compilers
(C) 2nd generation computers
(D) working storage
(E) 3rd generation computers

37. An assembler:

(A) is more powerful than a compiler
(B) translates chad into bytes
(C) is used mostly with unit record equipment
(D) spins at about 1300 rpm
(E) translates instructions item for item

38. IF TOTAL-HOURS-WORKED EXCEEDS 40 SUBTRACT 40 FROM TOTAL-HOURS-WORKED GIVING OVER-TIME-HOURS.

(A) COBOL
(B) FORTRAN
(C) machine language
(D) BASIC
(E) RPG

39. The standards for keypunching, including time for set-up on an 024 or 026 keypunch are:

(A) 500 strokes per hour for numeric; 500 sph for alphabetic
(B) 1,000 " " " " " 500 " " "
(C) 5,000 " " " " " 5,000 " " "
(D) 5,000 " " " " " 10,000 " " "
(E) 10,000 " " " " " 5,000 " " "

40. Printed circuits are identified with:

(A) 1st generation computers
(B) random number generators
(C) 2nd generation computers
(D) truncation
(E) post-mortem dumps

41.
```
100 READ A
110 IF A = 999 THEN 140
120 PRINT "A" IS EQUAL TO"; A
130 GO TO 100
140 END
150 DATA 1,1000,50,6.4,2,.001,999
```

The above illustrates:

(A) COBOL
(B) FORTRAN
(C) machine language
(D) RPG
(E) BASIC

ACCOUNTING

DATA PROCESSING

EXAM SECTION TWO MULTIPLE CHOICE

42. Before "writing" a program, programmers should:

(A) complete all documentation
(B) prepare I/O layout forms and flowcharts
(C) perform a feasibility study
(D) code the problem and test it on another computer
(E) a & d

43.

```
10 FORMAT (14)
20 FORMAT (15x,15)
30 READ 10
   PRINT 20
   GO TO 30
   END
```

The above best illustrates:

(A) COBOL
(B) FORTRAN
(C) machine language
(D) BASIC
(E) RPG

44. A systems analyst must have:

(A) a creative approach to problem solving
(B) four years of programming experience
(C) a college degree in business and economics
(D) the ability to operate computers and unit record equipment
(E) b & d

45.

```
02500----36---20000--00500
02512----45---02536--20000
02524----49---00796--00000
02536----32---20000--00000
```

The above best illustrates:

(A) COBOL
(B) FORTRAN
(C) machine language
(D) BASIC
(E) RPG

46. A computer is said to operate in real time when:

(A) data are processed a number of days after they are generated
(B) its operations are closely timed
(C) the activities of the operator are the same as those of the computer
(D) data produced are immediately used to control some process or operation
(E) the computer is fast enough to complete its assigned tasks during normal business hours

ACCOUNTING

DATA PROCESSING

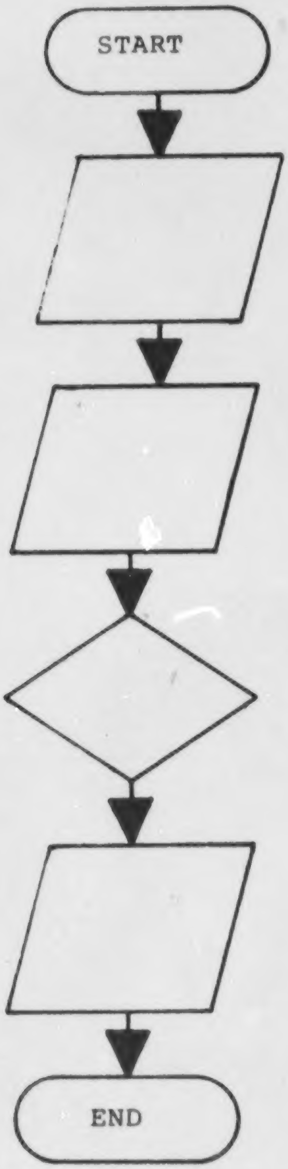
EXAM SECTION TWO MULTIPLE CHIOCE

47. Systems analysis is primarily concerned with:

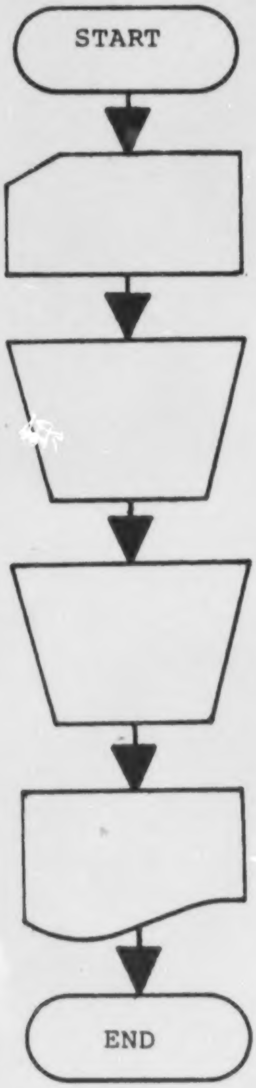
(A) flowcharting the program's logic
(B) coding the problem
(C) the decision-making process
(D) the examination of procedures
(E) improving interpersonal relations

EXAM SECTION THREE FLOWCHARTS

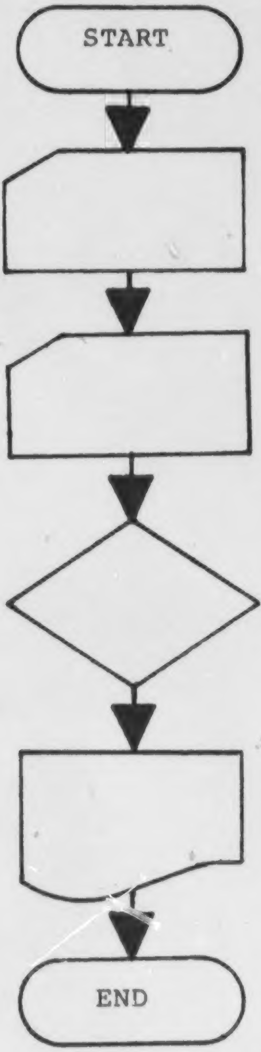
FLOWCHART # 1



FLOWCHART # 2



FLOWCHART # 3



48. Which flowchart best illustrates the proper steps to:

1. Read card A
2. Read card B
3. Compare A to B
4. Print A if A is greater
5. Branch to read another card if A is not greater

(A) flowchart # 1
(B) flowchart # 2
(C) flowchart # 3
(D) none of these flowcharts are adequate
(E) all of these flowcharts are equally satisfactory

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ACCOUNTING

DATA PROCESSING

EXAM SECTION THREE FLOWCHARTS

49. This flowchart shows how:

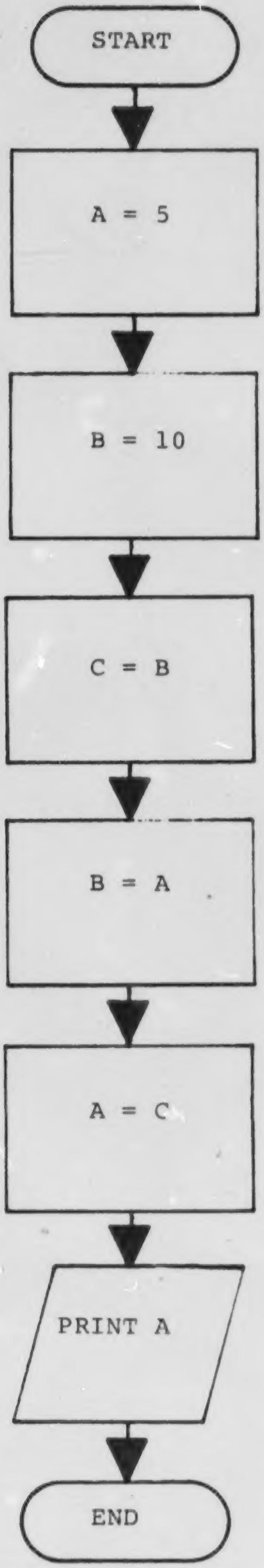
(A) the values of A and B are added to C
(B) the values of A and B are switched
(C) the values of A and B are replaced by C
(D) the values of A and B are compared
(E) the values of A and B are truncated

50. When printed the value of A will be:

(A) <C
(B) =B
(C) 10
(D) 5
(E) >C

51. This type of routine:

(A) cannot be run on a digital computer
(B) cannot be written in machine language
(C) cannot be written in COBOL
(D) cannot be written in FORTRAN
(E) none of these



ACCOUNTING

DATA PROCESSING

EXAM SECTION THREE   FLOWCHARTS

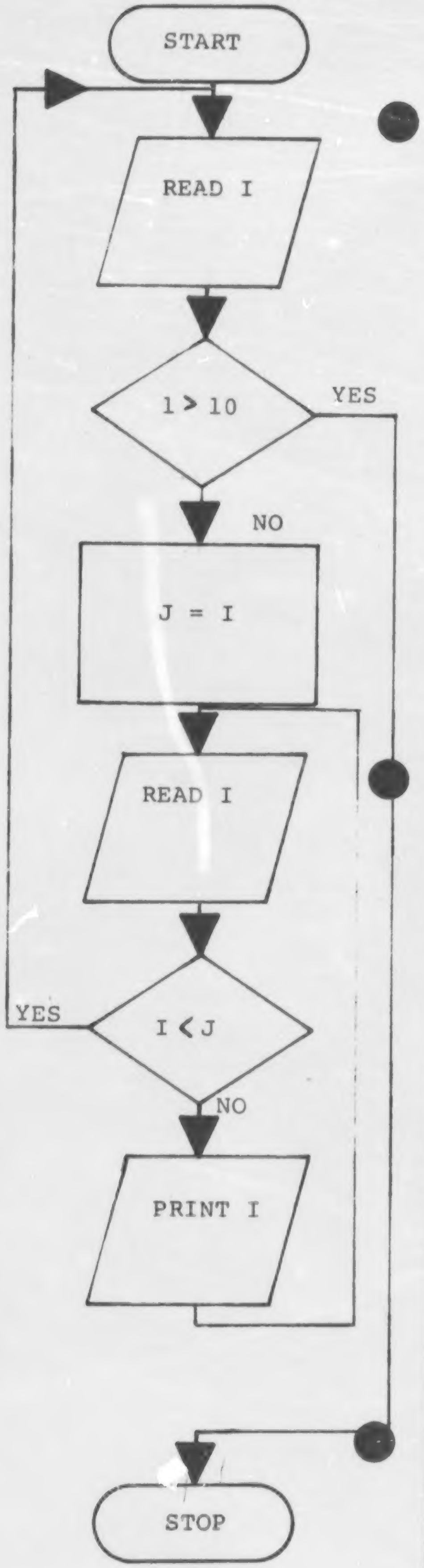
52. Assume that there are ten data cards. A field named I contains one of the following values per card. The sequence of values is:

Card # 1 I = 3
Card # 2 I = 7
Card # 3 I = 4
Card # 4 I = 2
Card # 5 I = 6
Card # 6 I = 9
Card # 7 I = 10
Card # 8 I = 1
Card # 9 I = 10
Card # 10 I = 8

Use the flowchart at the right to answer the following question

The values of I that will be printed are:

(A) 3,4,6,9,1,8
(B) 3,7,4,9,1,8
(C) 7,3,2,4,9
(D) 7,4,9,10
(E) 7,4,9,10,1


START
READ I
1 > 10
YES
NO
J = I
READ I
YES
I < J
NO
PRINT I
STOP

69

ACCOUNTING

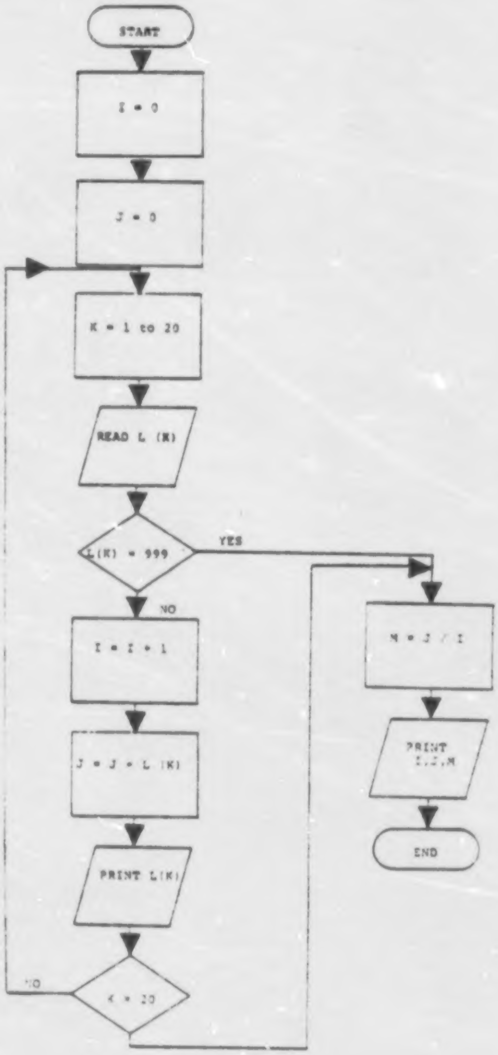
DATA PROCESSING

EXAM SECTION THREE   FLOWCHARTS

53. Assume that there are nine data cards. A field named L contains one of the following values per card. The sequence of values is:

Card # 1 L = 16
Card # 2 L = 25
Card # 3 L = 30
Card # 4 L = 39
Card # 5 L = 30
Card # 6 L = 03
Card # 7 L = 02
Card # 8 L = 10
Card # 9 L = 999

Use the flowchart at the right to answer the next eight questions.



The values of L will be:

(A) read into an array of 20 named L
(B) replaced each time a card is read
(C) stored at a place named K
(D) compared to K
(E) none of these

54. I is a:

(A) constant
(B) variable
(C) counter
(D) constant used as a counter
(E) variable used as a counter

55. At the end of this program I will have the value:

(A) 0
(B) 9
(C) 8
(D) K
(E) none of these

56. At the end of this program K will have the value:

(A) 1
(B) 20
(C) 8
(D) 9
(E) 999

ACCOUNTING

DATA PROCESSING

EXAM SECTION THREE FLOWCHARTS

57. J:

(A) will have the constant value of 0
(B) will vary from 1 to 20
(C) will accumulate the value of L for the first eight data cards
(D) will accumulate the value of L for all nine data cards
(E) will reinitialize (return to 0) before each card is read

58. L(K) will be printed:

(A) once
(B) eight times
(C) nine times
(D) twenty times
(E) none of these

59. The value of M will be computed:

(A) before the trailer card is read
(B) after K = 20
(C) after the trailer card is read
(D) after each card is read
(E) none of these

60. At the end of this program the values printed for I, J and M will be:

```
(A)  I = 9 J = 1159 M = 128.77
(B)  I = 8 J = 1159 M = 144.875
(C)  I = 9 J =  160 M =  17.77
(D)  I = 8 J =  160 M =  20.00
(E)  I = 0 J =  160 M =   0
```

EXAM SECTION FOUR STUDENT EVALUATION

61. This test was:

(A) very easy
(B) easy
(C) about average
(D) difficult
(E) very difficult

62. The part of the test that seemed most relevant dealt with:

(A) the IBM card
(B) unit record equipment
(C) computers
(D) flowcharting

ACCOUNTING

DATA PROCESSING

EXAM SECTION FOUR   STUDENT EVALUATION

63. My class:

(A) has no data processing equipment to use
(B) has some data processing equipment
(C) all of the data processing is unit record
(D) has only a little access to a computer
(E) has adequate access to a computer

64. It seems as though:

(A) this test covered material that had been discussed in class
(B) this test covered material that has not been discussed in class
(C) this test covered too much outdated material
(D) this test covered too much new material
(E) this test covered what people working in data processing might need to know

65. This test covered material:

(A) that should be taught at the high school level
(B) that should be taught at the junior college level
(C) that should be taught at the university level
(D) that should be taught at all three levels
(E) that should not be taught

66. I wish my school would:

(A) concentrate more on unit record equipment
(B) concentrate more on computers
(C) have more courses in computers and systems analysis
(D) just include discussions of data processing in appropriate classes
(E) forget about data processing

67. High school courses in data processing should:

(A) prepare students to work in data processing when they graduate from high school
(B) be an introduction to data processing only
(C) be viewed as the first year of a two or three year training program in data processing
(D) be limited to keypunch training only
(E) be viewed as a general education course instead of a vocational-career-technical type of course

ACCOUNTING

DATA PROCESSING

NAME____________________________

SCHOOL__________________________

Answer Sheet--Data Processing

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F
11. T F
12. T F
13. T F
14. T F
15. T F
16. T F
17. T F
18. T F
19. T F
20. T F
21. T F
22. T F

23. A B C D E
24. A B C D E
25. A B C D E
26. A B C D E
27. A B C D E
23. A B C D E
29. A B C D E
30. A B C D E
31. A B C D E
32. A B C D E
33. A B C D E
34. A B C D E
35. A B C D E
36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E

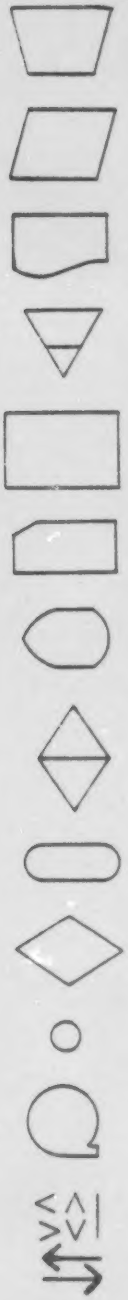
45. A B C D E
46. A B C D E
47. A B C D E
48. A B C D E
49. A B C D E
50. A B C D E
51. A B C D E
52. A B C D E
53. A B C D E
54. A B C D E
55. A B C D E
56. A B C D E
57. A B C D E
58. A B C D E
59. A B C D E
60. A B C D E
61. A B C D E
62. A B C D E
63. A B C D E
64. A B C D E
65. A B C D E
66. A B C D E
67. A B C D E

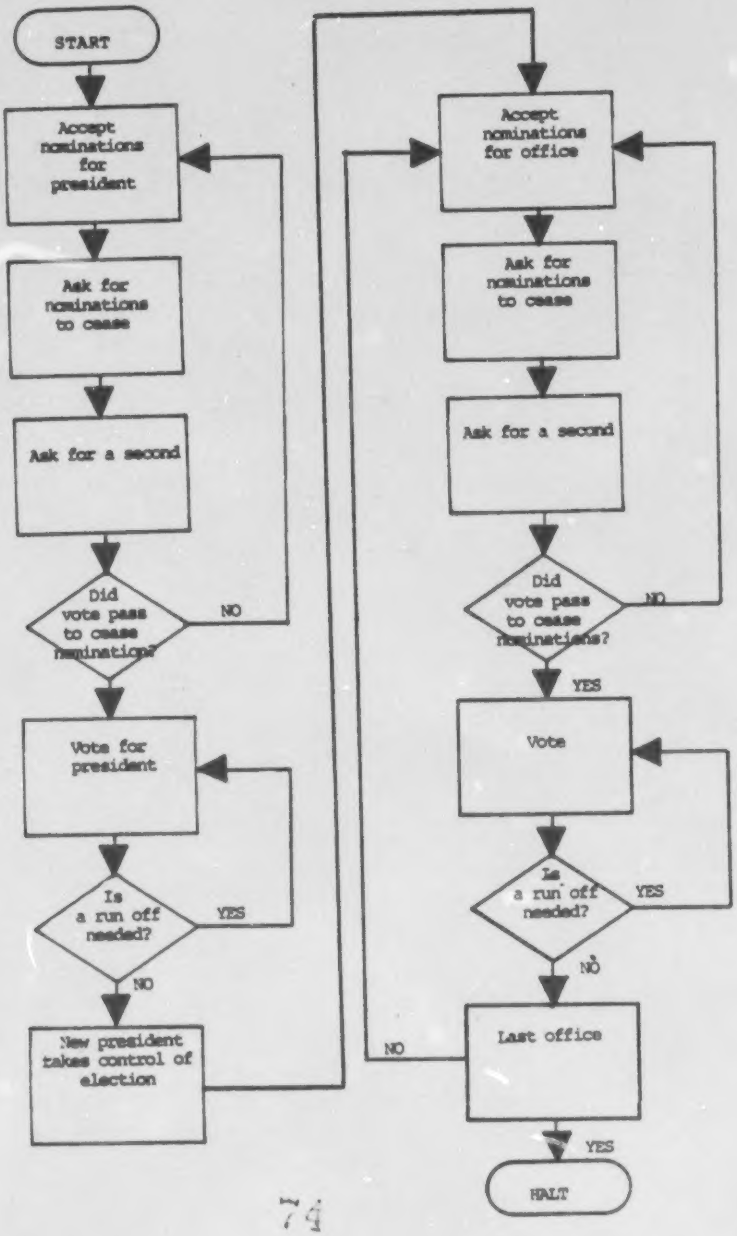
SOLUTIONS--ACCOUNTING

DATA PROCESSING

A. Suggested Solution to Flow Chart for FBLA Election

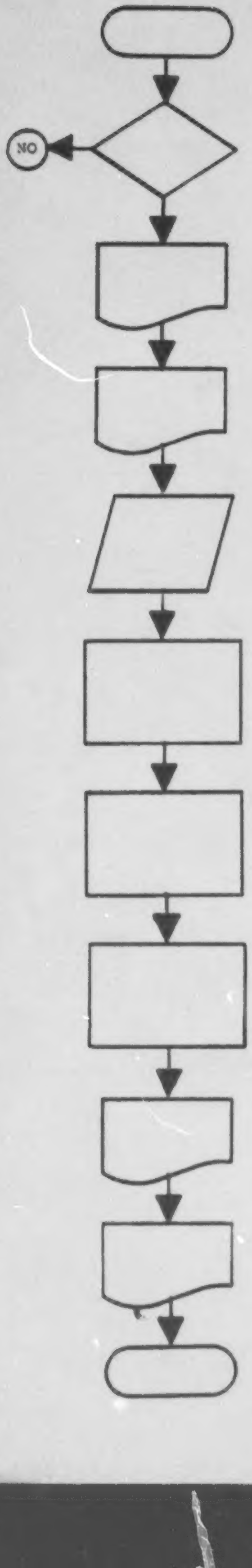
Assignment: Using standard flow chart symbols and the six FBLA offices provided, prepare a flow chart outlining the procedure used in the election of FBLA officers. The offices are president, vice president, secretary, treasurer, reporter and historian. NOTE: NOT ALL SYMBOLS ARE USED IN THIS EXERCISE.




START
Accept nominations for president
Ask for nominations to cease
Ask for a second
Did vote pass to cease nomination?
NO
Vote for president
Is a run off needed?
YES
NO
New president takes control of election
Accept nominations for office
Ask for nominations to cease
Ask for a second
Did vote pass to cease nominations?
NO
YES
Vote
Is a run off needed?
YES
NO
Last office
NO
YES
HALT

SOLUTIONS--ACCOUNTING
DATA PROCESSING

B. Suggested Solution to Flow Chart for FBLA Fund Raising Activity



FBLA Chapter needs to have a fund raising project

FBLA Members decide to sell chocolate candy bars as money-making project

FBLA Secretary (Robert) writes order letter to candy company

FBLA receives shipment of chocolate candy bars (invoice)

FBLA Treasurer distributes candy bars to members (Betsy) for selling

FBLA Members sell candy to consumers (Betsy sells chocolate bar to John)

FBLA Members turn in money collected to FBLA Treasurer (Betsy turns in money to Treasurer, Cindy)

FBLA Treasurer counts and totals all money collected

FBLA Treasurer (Cindy) prepares deposit slip and takes money to bank

FBLA Treasurer (Cindy) writes check for invoice on chocolate candy bars and mails it to the company owed

FBLA money-making project completed

SOLUTIONS--ACCOUNTING

D. Solution to FBLA Data Processing Event Practice Test

DATA PROCESSING

NAME________________________

SCHOOL________________________

Answer Sheet--Data Processing

1. T ●
2. ● F
3. ● F
4. T ●
5. ● F
6. ● F
7. T ●
8. ● F
9. ● F
10. T ●
11. ● F
12. T ●
13. ● F
14. ● F
15. T ●
16. ● F
17. ● F
18. T ●
19. T ●
20. ● F
21. ● F
22. ● F
23. A B ● D E
24. A B C ● E
25. A B ● D E
26. A B C D ●
27. ● B C D E
28. ● B C D E
29. A B C D ●
30. A B C D ●
31. A B C D ●
32. ● B C D E
33. A ● C D E
34. A B ● D E
35. A B ● D E
36. ● B C D E
37. A B C D ●
38. ● B C D E
39. A B C D ●
40. A B ● D E
41. A B C D ●
42. A ● C D E
43. A ● C D E
44. ● B C D E
45. A B ● D E
46. A B C ● E
47. A B C ● E
48. ● B C D E
49. A ● C D E
50. A B ● D E
51. A B C D ●
52. A B C ● E
53. ● B C D E
54. A B C D ●
55. A B ● D E
56. A B C ● E
57. A B ● D E
58. A ● C D E
59. A B ● D E
60. A B C ● E
61. A B C D E
62. A B C D E
63. A B C D E
64. A B C D E
65. A B C D E
66. A B C D E
67. A B C D E

NO SET ANSWERS

Basic Business

BASIC BUSINESS

BUSINESS LAW

A. Case Problems - FBLA Contracts

STUDENT PERFORMANCE OBJECTIVE

Given four case problems related to contracts, the student will solve the number of problems designated by the instructor within standards and time to be determined by the instructor.

INSTRUCTIONS

Analyze and solve the following case problems.

LEARNING ACTIVITY A

Case Problems - Contracts

Case Problem One. The Yuma FBLA chapter agreed in writing to purchase from the Ace Candy Company 200 boxes of candy. A statute provides that any written promise to pay for such merchandise must include the name of the company. The FBLA agreement did not contain the name of the company. Is the contract enforceable?

Yes or No__________

Rule of law____

____

Case Problem Two. For several years Jackson had sold candles to the Washington High School FBLA in Phoenix, Arizona, on credit. When Jackson agreed to fill an order from Washington High School FBLA of Orange County, California, Jackson assumed it was the Arizona school. When he learned otherwise, he sought to void the contract. Can he do so?

Yes or No__________

Rule of law____

____

BASIC BUSINESS

BUSINESS LAW

Case Problem 3. An FBLA chapter rented a wagon to use in building a float for Homecoming. Joe's Rent-A-Car was the bailor. The homecoming parade was postponed and the FBLA chapter kept the wagon for three extra days. They claimed it was not their fault the parade was postponed and should not have to pay for the extra time. Joe's Rent-A-Car claimed they had a right to the amount of the contract price plus three extra days. Who will win?

Yes or No____________

Rule of law____

____

Case Problem 4. An FBLA chapter planned a dance after a football game and hired a disc jockey from a local radio station to provide music. A contract was signed by both parties. The football game was rained out and held at a later date but the dance could not be held at that time. The contract contained a provision that stated the chapter would not be liable in the case of cancellation or postponement. The disc jockey maintained the organization should pay. Will he be able to receive the money?

Yes or No____________

Rule of law____

____

BASIC BUSINESS

BUSINESS LAW

B. Case Problems - FBLA Employment

STUDENT PERFORMANCE OBJECTIVE

Given two case problems related to employment, the student will solve one case problem within standards and time to be determined by the instructor.

INSTRUCTIONS

Analyze and solve one of the two following case problems.

LEARNING ACTIVITY B

Case Problems - Employment

Case Problem One. The Phoenix Union Chapter of FBLA hired Adams to make popcorn in the FBLA football snack bar. Adams' popcorn caused numerous customer complaints because the popcorn obviously contained too much salt and oil. Two days after hiring Adams, the FBLA adviser discharged him. Was the adviser justified in doing so?

Yes or No__________

Rule of law____

____

Case Problem Two. Carlos was using the stencil duplicator to run off FBLA membership forms--the machine was defective. He called this to the attention of the FBLA adviser who told him to stop work. Instead of doing as directed, he continued working and was injured. Was the adviser liable under the common law?

Yes or No__________

Rule of law____

____

BASIC BUSINESS

BUSINESS LAW

C. Case Problems - FBLA Liability

STUDENT PERFORMANCE OBJECTIVE

Given two case problems relating to legal liability, the student will solve one case problem within standards and time to be determined by the instructor.

INSTRUCTIONS

The student will analyze and solve one of the two case problems.

LEARNING ACTIVITY C

Case Problem One. The Langley Chapter of FBLA has ordered 30 cases of candy from Mr. Jim Cannon. Twenty-five cases of Chocolate Crunch were ordered and 5 cases of Chocolate Almond were ordered. There are 15 bars to a bag and 6 bags per case. What will be the profit to the chapter?

If the candy is stored overnight in a room and melts because of excessive heat, will Mr. Cannon be liable?

Rule of law ____

____

Case Problem Two. Jones, a printer, sent 500 copies of the FBLA's project booklet to the wrong high school. A fire broke out in the school and firemen determined there was no negligence on the part of the school. The FBLA chapter maintained that Jones is responsible for the damage. Jones maintained the school that had possession of the booklets is responsible. Who is responsible for the damage?

Rule of law ____

____

BASIC BUSINESS

BUSINESS LAW

D. Case Problems - FBLA Negotiable Instruments

STUDENT PERFORMANCE OBJECTIVE

Given two case problems related to negotiable instruments, the student will solve one case problem within standards and time to be determined by the instructor.

INSTRUCTIONS

Analyze and solve one of the two following case problems.

LEARNING ACTIVITY D

Case Problems - Negotiable Instruments

Case Problem One. As a gift from the Jones Company, the Bueno FBLA Chapter received a promissory note for $100. The note was negotiated to the Third National Bank, a holder in due course. At maturity, the Jones Company refused to honor the note, giving as defense that the instrument was without consideration. Was the Jones Company right?

Yes or No____________

Rule of law____

____

Case Problem Two. Garcia transferred a check to the Sabino FBLA Chapter by endorsing it "Without recourse." When the Sabino chapter presented it for payment, the maker's name was found to be forged. Was Garcia liable for payment?

Yes or No____________

Rule of law____

____

SOLUTIONS - BASIC BUSINESS

BUSINESS LAW

Activity A - Case Problems - Contracts

Case Problem One: No

Rule of Law: The formation of an agreement must not be contrary to statute.

Case Problem Two: Yes

Rule of Law: The contract is voidable when there is a case of mistaken identity of the party with whom one deals.

Case Problem Three: Joe's Rent-A-Car

Rule of Law: It is the responsibility of the bailee to carry out the terms of the contract. By keeping the wagon over the contract time, they are responsible for the extra amount of money.

Case Problem Four: No.

Rule of Law: He signed the contract and the provision stands. By signing, he knew about the clause.

Activity B - Case Problems - FBLA Employment

Case Problem One: Yes

Rule of Law: An employee may be justifiably discharged for lack of reasonable skills required for the job.

Case Problem Two: No

Rule of Law: A student is liable if an injury is caused by a self-act.

Activity C - Case Problems - FBLA Liability

Case Problem One:

KEY: Profit will be $540. Mr. Cannon will not be liable. He delivered the candy in good condition. It was the negligence of FBLA in storage and they will be liable for the damage.

Case Problem Two:

KEY: Jones is responsible. It is his responsibility to see that the booklets are delivered to the correct school. His liability had ended once those booklets are in the hands of the rightful owner.

SOLUTIONS - BASIC BUSINESS

BUSINESS LAW

Activity D - Case Problems - FBLA Negotiable Instruments

Case Problem One: No

Rule of Law: Lack of consideration is a limited defense good only between original or immediate parties, not against a holder in due course.

Case Problem Two: Yes

Rule of Law: A person who negotiates an instrument by a qualified endorsement warrants that it is genuine. To avoid such liability on warranties, Garcia should have added these words to his endorsement: "Without warranties."

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BASIC BUSINESS

BUSINESS MATH

A. Bar Graph on National Chapter Growth

STUDENT PERFORMANCE OBJECTIVE

Given actual information, the student will construct a bar graph within the standards and time to be determined by the instructor.

INSTRUCTIONS

Construct a bar graph using the actual information concerning the growth of FBLA chapters in the United States since 1942. Provide a suitable title.

LEARNING ACTIVITY

Year	Number of FBLA Chapters
1942	36
1945	70
1950	375
1955	1234
1960	2213
1965	3320
1970	4587
1975	6369

BASIC BUSINESS
BUSINESS MATH

B. FBLA Conference Pre-Test

STUDENT PERFORMANCE OBJECTIVE

Given the arithmetic pre-test, the student will solve the problems within the standards and time determined by the instructor.

INSTRUCTIONS

Complete the arithmetic pre-test.

LEARNING ACTIVITY

1. A sweater cost $9.95. What is the amount of sales tax on it in Arizona? (rate of 5 percent)

2. If 5 pounds of apples cost 44¢, what is the cost per pound?

3. If a paycheck of $98.79 is added to a checkbook balance of $281.53, what is the new balance?

4. If the monthly rent of $125 is raised $5, what is the percent of increase?

5. When wages go up from $2.40 an hour to $2.60, is the percent of increase enough to cover the increase in rent in problem 4? What is the percent of increase in wages?

6. A savings and loan association pays 7 percent on savings. If there is $2,468 in an account, what are the yearly dividends?

7. If a credit union pays 8 percent a year on a quarterly basis, what are the earnings on $753 for one quarter?

8. It is advisable to save 8 percent a year of disposable income. If Tom's disposable income is $7,750, how much should he save?

9. Tom's saving pattern is: $10 a month to his credit union, $140 a year to pay premiums on a whole-life insurance policy, and $30 a month to the Savings and Loan Association as a future down payment on a home. Is Tom saving 8 percent?

BASIC BUSINESS

BUSINESS MATH

C. FBLA Point System

STUDENT PERFORMANCE OBJECTIVE

Given the responsibility of keeping the FBLA Chapter Point Records, the student will utilize the following point system within standards and time set by the adviser of the chapter.

INSTRUCTIONS

Total the points for the three members having the most points, using the following guidelines for an FBLA Point System.

LEARNING ACTIVITY

Jane Brown--	Chapter president	75 points
	Miss FBLA--State	25 points
	N.H.S.--4 semesters	40 points
	Honor roll--5 semesters	25 points
	Recruit 1 member	15 points
	Attend 10 local meetings	30 points
	Attend 1 regional meeting	10 points
	Attend 1 state meeting	20 points
	Attend 1 national meeting	20 points
	Top candy salesperson	25 points
	Participate 3 sales	30 points
	TOTAL	
Gary Black--	Student body treasurer	10 points
	Parliamentary Proc. Team	5 points
	N.H.S.--2 semesters	20 points
	Recruit 3 members	45 points
	Attend 10 local meetings	30 points
	Attend 1 regional meeting	10 points
	Special committee member	15 points
	Participate 3 sales	30 points
	TOTAL	
June Smith--	Class president	5 points
	Girl's Track Team	2 points
	Parliamentary Proc. Team	5 points
	Honor Roll--1 semester	3 points
	Attend 10 local meetings	30 points
	Attend 1 regional meeting	10 points
	Participate 3 sales	30 points
	TOTAL	

BASIC BUSINESS

BUSINESS MATH

Sample FBLA Point System

The chapter point system has become one of the most popular and objective methods of selecting award winners. The point system listed below is presented as a guide. The system has proved workable and is considered to be a fair means for determining, for example, who will go to the state conference.

1. Local FBLA Chapter Point System

   The purpose of the chapter point system is to encourage greater participation by the members of the Future Business Leaders of America. It is well known that full enjoyment of such an organization as FBLA comes only through full and active participation of the students. The more a student actively participates in the work of the organization, the more satisfaction he will derive from being a member.

   a. Point Schedule

Through FBLA Leadership

Chapter president	75 points
Chapter officer	50 points
Regional officer	15 points
State president	150 points
State vice president, corresponding secretary and treasurer	100 points
Other state officers	75 points
National president	250 points
Other national officers	150 points
Student body president	25 points
Student body officer	10 points
Class officer	5 points
Athletic team member	2 points

Through FBLA Competition

State Level

First place	25 points
Second place	20 points
Third place	15 points

(Note: In group events, all members will receive points. The chairperson will earn 5 points for organizing the project.)

BASIC BUSINESS

BUSINESS MATH

National Level

First place	75 points
Second place	50 points
Third place	30 points
Fourth place	25 points
Fifth place	20 points
Sixth to tenth place	10 points

Through Academic Achievement

N.H.S. membership--per semester	10 points
Principal's list--per semester	5 points
Honor Roll--per semester	3 points

Through Chapter Participation

Recruiting new members--by January 1	15 points
after January 1	10 points
Attendance at FBLA local meeting	3 points
Attendance at FBLA regional meeting	10 points
Attendance at FBLA state or national meeting	20 points
Unexcused absence from local chapter meeting	-5 points
Special committee chairperson	25 points
Special committee member	15 points
Standing committee member	5 points
Public appearance for FBLA (not for officers)	10 points
Top salesperson--each sale	25 points
Participating salespersons--each sale	10 points

Note: Members are responsible to report the points they have earned. The chapter vice president will record all points earned.

(1) State Leadership Conference

A student who earns sufficient points will be eligible to attend the FBLA State Leadership Conference. A student from a chapter may be eligible to attend the conference under one of the three conditions: (1) placed in a state event, (2) is currently a state officer or is running for state or national office, or (3) has earned enough chapter points as listed in the schedule.

Chapter members must have submitted their points to the chapter vice president at least one month before the date of the state leadership conference. To be eligible to attend the conference, members must fulfill one of the conditions above. If condition three is used, then members may need the points listed in the following schedule:

BASIC BUSINESS

BUSINESS MATH

Be a continuing member	150 points
Be a member who joined beginning of current year	100 points
Be a member who joined by January 1 of current year . .	75 points

2. Chapter Awards

Every organization has a system of awards for superior achievement by the members. Thus, the local FBLA chapter should develop some program of awards for the members of the local organization. In developing an awards program, the officers must keep in mind that the awards should be attainable by all members if they are willing to work for them. It should be understood that the more talented members of the chapter will have many opportunities to earn awards in state and national competition. The officers should construct the awards program so that recognition is given to those who do the work, and not just the ones who win events.

The awards program should be constructed to fit the needs of the local chapter. Below are some programs that have proved successful for chapters:

- The chapter officers can select a member of the month.
- An award can be given to the student of the year in FBLA.
- An award for the best participation by a single member.
- An award can be presented to the student with the best grade-point average in business subjects.
- An award can be given to the outstanding senior.
- An all-expense-paid trip to the state conference can be awarded to the most active member.
- A scholarship can be given to a senior going on to college or business college.
- A point system can be used to determine who will attend the state conference and who will be rated as the most outstanding student.

BASIC BUSINESS

BUSINESS MATH

D. Calculating Percentage of Markup

STUDENT PERFORMANCE OBJECTIVE

Given the cost of five FBLA money-making items and the percent of markup based on cost, the student will calculate the selling price within the time and standards set by the instructor.

INSTRUCTIONS

Calculate the selling price on the five FBLA money-making items given.

(HINT: Selling Price = Cost x % of markup + markup; OR,
Selling Price = Cost x 100 + % of markup)

LEARNING ACTIVITY

Item and Cost	% of Markup	Selling Price
1. Candle--$1.25	40%	
2. Stationery--$1.00	50%	
3. Note Pads--$.85	45%	
4. Memo Board--$1.25	40%	
5. Christmas Cards--$1.00	25%	

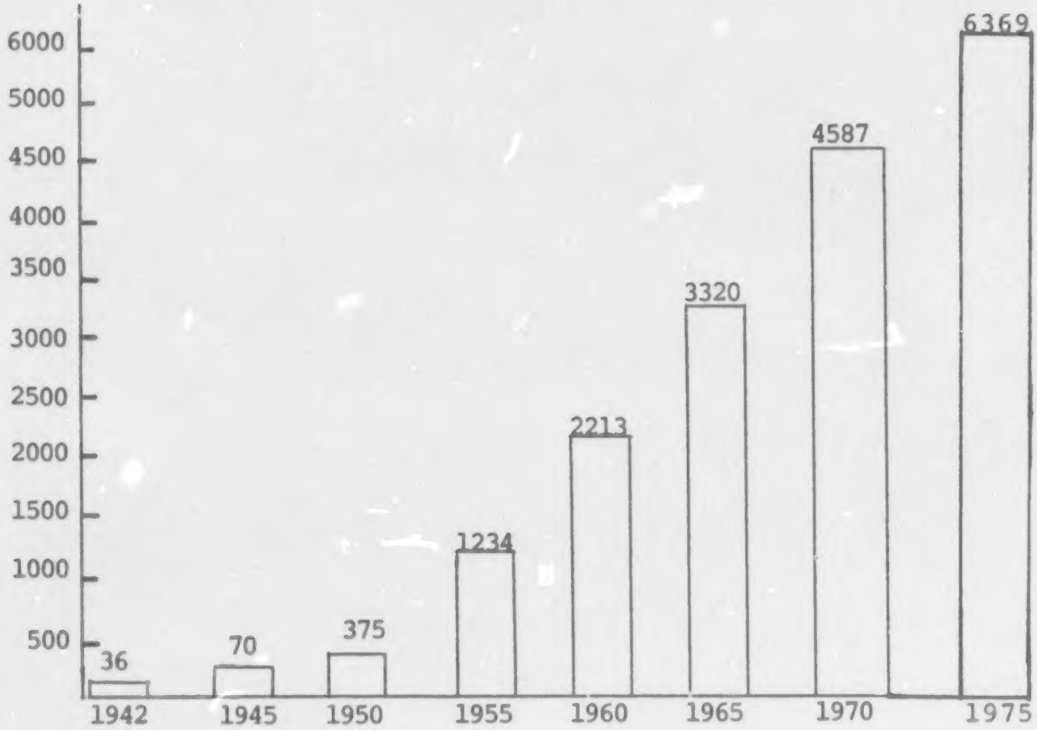
SOLUTIONS--BASIC BUSINESS
Business Math

A. Bar Graph on National Chapter Growth

LEARNING ACTIVITY
Key to Bar Graph

NATIONAL FBLA CHAPTER GROWTH

1942-1975



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SOLUTIONS - BASIC BUSINESS

BUSINESS MATH

B. FBLA Conference Pre-Test

LEARNING ACTIVITY

Key

1. 50¢
2. 8.8¢ or 9¢
3. $380.32
4. 4%
5. Yes, 8.3%
6. $172.76
7. $15.06
8. $620
9. Yes

SOLUTIONS - BASIC BUSINESS

BUSINESS MATH

C. FBLA Point System

LEARNING ACTIVITY C

Key

Jane Brown--	Total	315 points
Gary Black--	Total	165 points
June Smith--	Total	85 points

SOLUTIONS - BASIC BUSINESS

BUSINESS MATH

D. Calculating Percentage of Markup

LEARNING ACTIVITY D

Key

Item and Cost	% of Markup	Selling Price
1. Candle--$1.25	40%	$1.75
2. Stationery--$1.00	50%	$1.50
3. Note Pads--$.85	45%	$1.25
4. Memo Board--$1.25	40%	$1.75
5. Christmas Cards--$1.00	25%	$1.25

BASIC BUSINESS

BUSINESS ORGANIZATION

A. Understanding Organizational Structure

STUDENT PERFORMANCE OBJECTIVE

Given a list of offices and positions in the local FBLA chapter, the student will identify the responsibilities of planning, organizing, and leading the organization within standards and time to be determined by the instructor.

INSTRUCTIONS

Listed below are the offices and positions of an FBLA chapter. Draw a line-staff organizational chart.

Officers

President
Vice-President
Secretary
Treasurer
Historian
Reporter
Parliamentarian

Committees

Ways & Means
Social
Program
Finance & Fund Raising
Leadership Development
Others

Division Officers

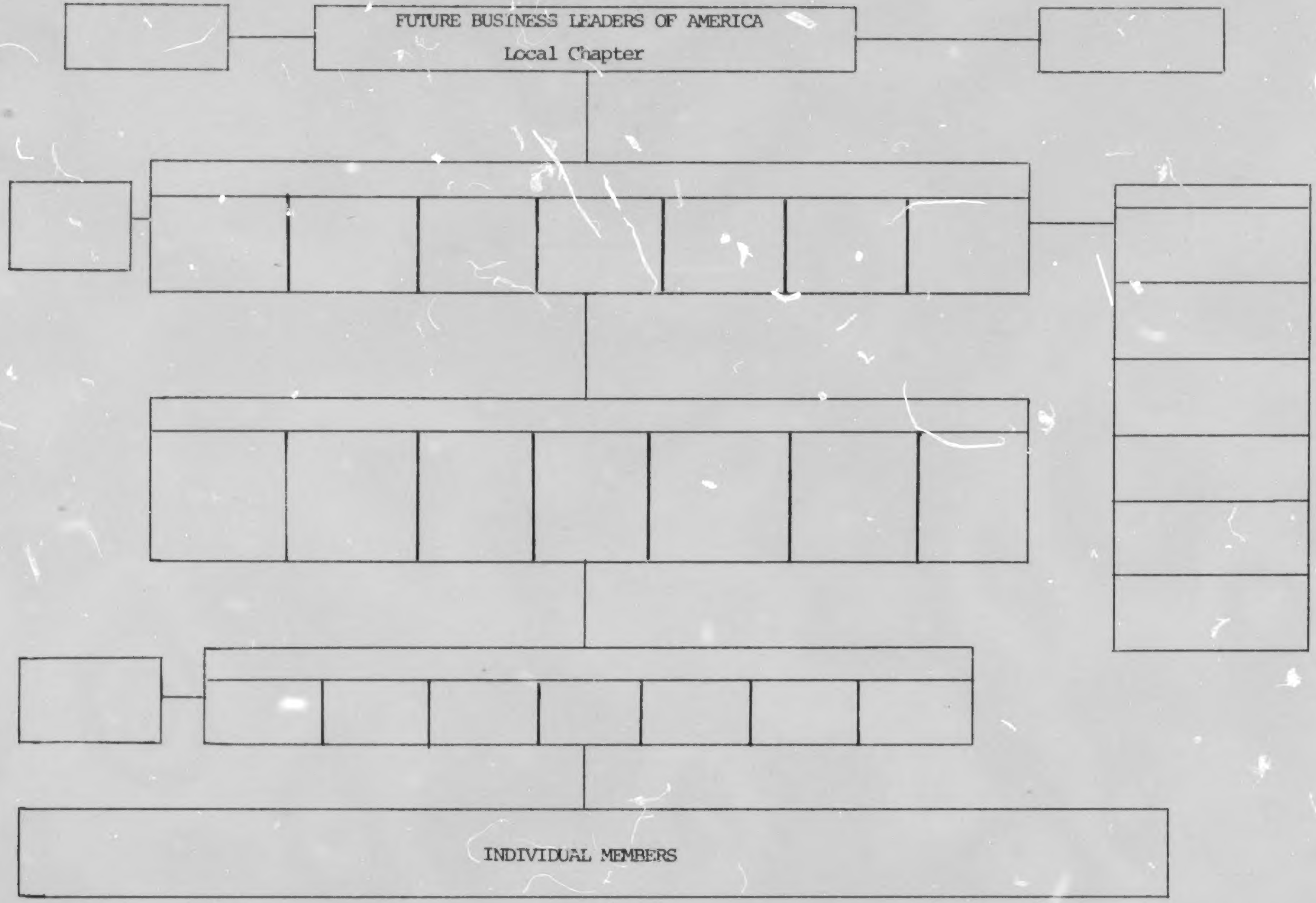
President
Vice-President
Secretary
Treasurer
Program Officer
Social Officer
Chapter Dev. Officer

Divisions

General Business
Secretarial
Co-op
Clerical
Bookkeeping
Data Processing
Others

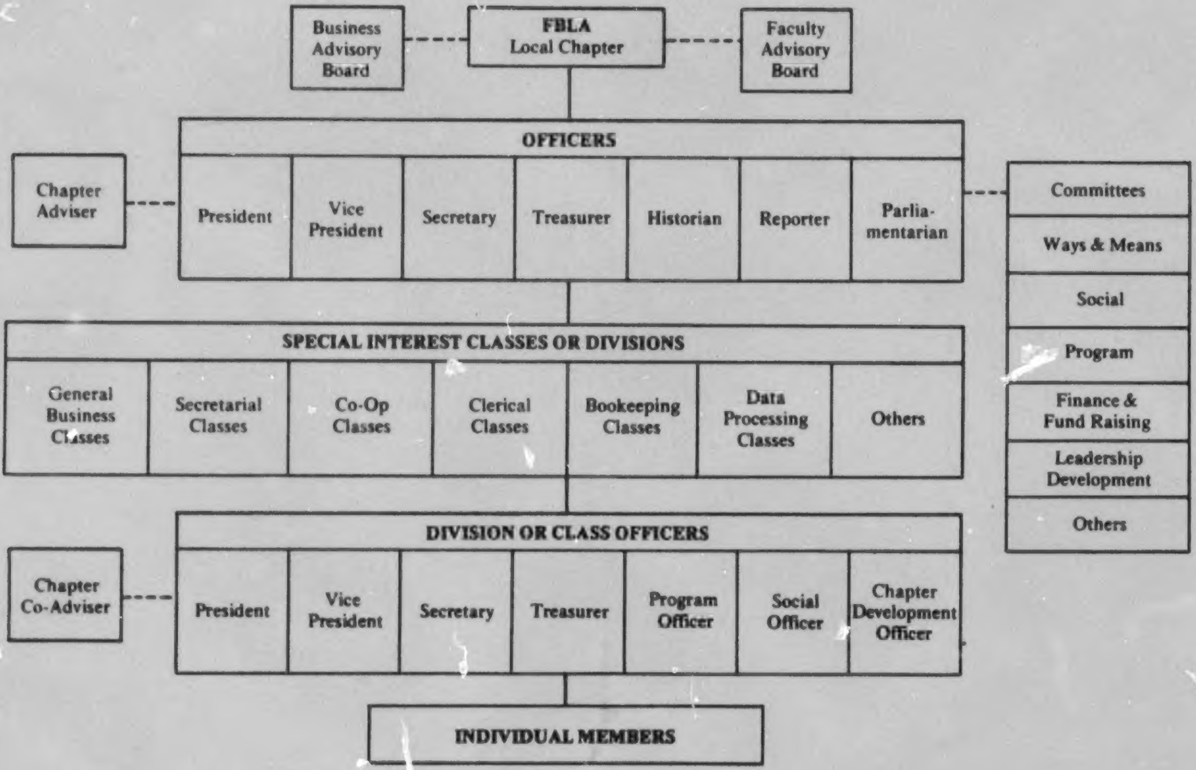
LEARNING ACTIVITY

See blank organizational chart.


FUTURE BUSINESS LEADERS OF AMERICA
Local Chapter
INDIVIDUAL MEMBERS

BUSINESS ORGANIZATION

A. Understanding Organizational Structure


Business Advisory Board
FBLA Local Chapter
Faculty Advisory Board
OFFICERS
Chapter Adviser
President
Vice President
Secretary
Treasurer
Historian
Reporter
Parlia-mentarian
Committees
Ways & Means
Social
Program
Finance & Fund Raising
Leadership Development
Others
SPECIAL INTEREST CLASSES OR DIVISIONS
General Business Classes
Secretarial Classes
Co-Op Classes
Clerical Classes
Bookeeping Classes
Data Processing Classes
Others
DIVISION OR CLASS OFFICERS
Chapter Co-Adviser
President
Vice President
Secretary
Treasurer
Program Officer
Social Officer
Chapter Development Officer
INDIVIDUAL MEMBERS

BASIC BUSINESS

COMMUNICATION SKILLS

A. Listening--Rumor Clinic

STUDENT PERFORMANCE OBJECTIVE

Given oral instructions, the student will repeat these same instructions to another student within standards and time determined by the instructor.

INSTRUCTIONS

Select a group of students to act as FBLA chapter officers and any number of committee chairpersons as there are students available. Two observers are needed to fill out Rumor-Clinic Observation Form.

1. All "officers" leave the room except the "president."
2. Distribute Rumor-Clinic Observation Forms to the observers.
3. The "vice-president" is called into the room and the president informs the vice-president of a board meeting to be held at the president's home at 3:00 the next day and gives the directions on how to get there from school.
4. Then the "secretary" is called into the room and the vice-president repeats the instructions.

Each student must pass the message on to the next. They may state the message only once.

The instructor then posts the original message and the observers are asked to report on their notes.

LEARNING ACTIVITY A

See Rumor-Clinic Observation Form.

A. Listening--Rumor Clinic

Rumor-Clinic Observation Form

OFFICER	ADDITIONS	DELETIONS	DISTORTIONS
PRESIDENT			
VICE-PRESIDENT			
SECRETARY			
TREASURER			
HISTORIAN			
REPORTER			
PARLIAMENTARIAN			

B. Listening--Critical

STUDENT PERFORMANCE OBJECTIVE

Given the FBLA Goals, the student will use critical listening evaluation techniques in order to respond to a series of ten questions within standards and time to be determined by the instructor.

INSTRUCTIONS

The class will be divided into groups of three, separated as far as possible from each other to avoid noise interference. Each person will receive a 3 x 5 card containing three or four of the FBLA Goals. The instructor will act as timekeeper. Each group will begin at the same time.

1. The first student has three minutes to explain the purposes given on the card.
2. The two listeners are given two minutes each to tell what was heard.
3. The speaker then has two additional minutes to defend what was said.

The above three steps are repeated until each person in the group has had a chance to be the speaker.

Each student is then given a quiz to be completed individually.

LEARNING ACTIVITY B

See Quiz on FBLA Goals.

BASIC BUSINESS

COMMUNICATION SKILLS

B. Listening--Critical

QUIZ ON FBLA GOALS

Answer the following questions True or False.

The Goals of FBLA are to:

___________ 1. Develop competent, non-aggressive business leadership.

___________ 2. Strengthen the confidence of students in others.

___________ 3. Create more interest in and understanding of American business enterprise.

___________ 4. Encourage members in the development of individual projects which contribute to the improvement of only their community.

___________ 5. Develop character, prepare for useful citizenship, and foster patriotism.

___________ 6. Encourage and practice efficient management of one's time.

___________ 7. Encourage scholarship and promote school disloyalty.

___________ 8. Assist students in the establishment of occupational goals.

___________ 9. Facilitate the transition from school to work.

COMMUNICATION SKILLS

C. Reading--FBLA Banquet Etiquette

STUDENT PERFORMANCE OBJECTIVE

Given a banquet table setting, the student will demonstrate proper use of the items within standards and time to be determined by the instructor.

INSTRUCTIONS

The student will study the Rules for FBLA Banquet Etiquette. The student will be provided with a table setting consisting of a napkin, three forks, two spoons, one knife, two plates, one glass, and a coffee cup with saucer. The student will demonstrate proper use of the items.

LEARNING ACTIVITY C

An important event of many FBLA Leadership Conferences is the awards banquet. See Rules for FBLA Banquet Etiquette.

C. Reading

Rules For FBLA Banquet Etiquette

Table manners are largely a matter of habit and the employment of good common sense. It is well to remember that table etiquette evolved for the purpose of making dining a pleasant social occasion for everyone.

The use of table silver should not cause too much concern if the table is properly set. The forks will be placed at the left of the plate, and the knives and spoons at the right of the plate. The silverware will then be properly positioned for use so that the diner may begin with the outside pieces and proceed inward.

Do not begin eating until the head table has been served and begins to eat.

The hand is positioned on one's lap when not otherwise engaged in the eating process.

The teaspoon is used to stir a beverage. It is never used to sip coffee or tea. After one has stirred the beverage, the spoon is properly placed on the saucer.

The soup spoon is left on the soup plate. Do not put it on the service plate.

Never butter a whole slice of bread or a whole roll. Break off a small piece and butter it. Place the remainder on the bread and butter plate.

Food is passed to the right.

Do not chew with mouth open, and do not talk with mouth full.

Do not push the plate away when finished.

Do place the knife and fork diagonally across the plate when the meal is finished.

Do not push away from the table at the end of the meal.

At the table, a well-mannered person does not tilt the chair, fidget with silverware or napkin, or engage in other distracting activities.

At the end of the meal, one's napkin should be placed folded beside the plate.

BASIC BUSINESS
COMMUNICATION SKILLS

D. Reading--Our Economic System

STUDENT PERFORMANCE OBJECTIVE

Given ten questions and a copy of "Whatever Happened to the Nickel Candy Bar?" the student will indicate which statements are true and which statements are false within standards and time determined by the instructor.

INSTRUCTIONS

Read "Whatever Happened to the Nickel Candy Bar?" and complete the quiz (see copy attached).

LEARNING ACTIVITY D

Quiz

Directions: Answer the following statements True or False.

_______1. A manufacturer can lower the price of a product by lowering it's quality.

_______2. Maintaining quality but cutting the cost of manufacturing is called improved productivity.

_______3. Better productivity results from the wise investment of funds in old machines and holding back on research.

_______4. Streamlining assembly and standardizing parts cuts down on manufacturing costs.

_______5. Improved productivity has resulted in decrease in sales and lower profits.

_______6. Greater productivity can mean new jobs and higher pay.

_______7. As productivity is increased, the overall economic well-being of our society is improved through higher wages, shorter work week, more goods and services, and a higher level or standard of living.

_______8. Productivity must rise slower than population increases if a growing society is to improve its overall living standards.

_______9. Improved productivity does not depend on variables such as worker motivation, modern plants and equipment and good management.

______10. There is a relationship between a country's rate of productivity and its ability to compete favorably in world markets.

WHATEVER HAPPENED TO THE NICKEL CANDY BAR?

As part of a nation of producers as well as consumers, each of us has a lot to say about the price of things we want and need

Remember 1955? Kids were wild about Davy Crockett hats. Some people were worried that we might go to war over a couple of Asian islands called Quemoy and Matsu. The latest musical fad was something called "rock 'n' roll." A Chevrolet sedan cost $2000. A nickel candy bar felt pretty hefty in your hand.

Funny, but whenever you start playing the nostalgia game, you always get around to fond recollections of how far a dime or quarter or dollar "went" in the good old days. Funny, too, but none of us ever seems to really ask *why* the dollar doesn't go as far today. Whatever happened to that nickel candy bar? Why, indeed, do prices go up?

Too often we answer with a resigned sigh: "Everything's going up these days." But that isn't always so. The prices of some things have gone down: TV sets, for instance, and ballpoint pens (remember when we paid $1.50 for a "cheap" one?), toasters and quite a few other small appliances. How do these manage to run against the inflationary trend?

To answer, let's first consider two basic ways to lower the price of a product (barring the use of low-cost foreign labor to manufacture it outside this country). One way is to cheapen the product, lower its quality. But this is a fatal device in a free market—consumers catch on quickly. The other way is to maintain the quality but cut the cost of manufacture. If the product is soup cans, for instance, it means producing more and better soup cans for the time and labor spent. That's what's called improved *productivity.*

Now wait a minute. Don't head for the exits. We're not talking about men turning screws faster or running around with ladders and oil cans like characters in an old-time movie. We're simply considering how all of us here in America affect the prices of things we buy through the way we work. Just ponder, for example, what happens when a mix of technology, planning and worker motivation spells high productivity.

Major manufacturers of hand-held power tools in Germany, Japan and England have not been able to penetrate the American market because high-quality American-made hand tools are competitively low in price. One of the major forces behind this situation is the Black & Decker Manufacturing Co., of Towson, Md. For the past 16 years, sales of its products have grown an astonishing 17 percent a year, and during that time the prices of many of these products have dropped steadily.

The company secret? Better productivity. In part, this comes from the wise investment of funds in new machines and advanced research. But beyond that, Black & Decker's management and workers constantly set goals for themselves and meet them—not necessarily by doing things faster, but by doing them better. A typical problem: Company engineers knew they could vastly improve safety from electrical shock by doubling the thickness of insulation inside hand tools. But this would have added ten percent to manufacturing costs. Solution: Redesign of the tools, streamlining assembly and standardizing many small parts so the same ones could be used in differ-

This message is reprinted from a three-page advertisement sponsored by The Business Roundtable which appeared in the February, 1975 issue of Reader's Digest

ent tools. Prices of the safer tools remained the same.

While such improved productivity has paid off in increased sales and profits, it has also paid off for employes. The company payroll in 1958 was $14.5 million for 3800 employes. Last year's payroll was $165.2 million for 20,700 employes.

And look at the payoff for the consumer: In 1958, Black & Decker's basic electric drill for do-it-yourselfers cost $18.95. Now it costs $10.99. A standard jigsaw that sold for $44.50 in 1958 now costs $11.99. And remember, these price changes occurred during a 16-year period which saw the U.S. Consumer Price Index rise 75.2 percent.

But the productivity payoff can also mean a lot more than new jobs and higher pay. Sometimes it spells survival. Consider the 1000 employes of the Ideal Corporation, a maker of precision automotive parts, in Brooklyn, N.Y. Saddled with an old plant and rising costs, Ideal recently looked into building a modern plant in the Midwest. The move would reduce the cost of transporting its products, and the cost of the factory was expected to be about $15 a square foot. Putting up a new plant in Brooklyn, on the other hand, would run at least $25 a square foot, and related operating costs looked certain to leave the company in a difficult competitive position. But Ideal had a loyal and skilled work force. It elected to remain in Brooklyn. Says John Wenzel, president of the company: "We decided to gamble on our ability to engineer processes that would reduce our costs." In other words, the productivity of Ideal's managers, engineers and workers kept their 1000 jobs in Brooklyn. And the company is thriving in its new plant.

Despite these by-no-means-isolated examples, there is disturbing evidence that America is slipping into a productivity crisis. While our productivity has historically grown at a healthy rate of about 3 percent annually, in recent years the growth rate has been falling; last year we had no productivity gain at all. Too many American businesses have been failing because they could not achieve the higher productivity that would enable them to afford the higher wages and shorter hours demanded of them. Others have hiked prices to pay the higher wages, with a resultant loss of business to foreign competition. Nine out of every ten baseball mitts sold in this land of Babe Ruth and Henry Aaron are foreign-made. So are 19 out of every 20 motorcycles, one out of every six cars. Since 1967, foreign industry has caused a reduction of at least 400,000 American jobs. That's why productivity—all of us putting more in and getting more out of our jobs—is of such crucial importance.

Fortunately, we don't have to run around tearing our hair out to solve the problem. Nor do we even have to learn productivity from books or lectures. Indeed, that would be a sad estimation of the people of a nation whose history has been in a sense a history of productivity. For productivity is many things. It is the ability of a businessman to attract dollars to build new plants and create new jobs. It derives from intensive research that gives us advanced technology. And productivity is also an impulse.

It's the impulse that helps a housewife organize her day to cook turkey, bake a pie, set the table, get dressed and greet friends and relatives at the door at one o'clock. It's the impulse that makes diagonal paths across vacant lots.

Think about it. How well did you type that last report, repair that washing machine, tune up that engine, finish that blueprint? You have, we have, in our hands, in ourselves, the means to produce not just cars and books and songs and bread, but an entire way of life and economic environment second to none.

BASIC BUSINESS

COMMUNICATION SKILLS

E. Oral--Report on History of FBLA

STUDENT PERFORMANCE OBJECTIVE

Given information about FBLA, the student will present an oral report within three to five minutes within standards and time for preparation to be determined by the instructor.

INSTRUCTIONS

The student will be provided with information about the history, purpose, or development of FBLA. (This information can be found in the National FBLA Handbook.) The student, by using the Guide to Oral Reports, will give a three to five minute oral report about FBLA.

LEARNING ACTIVITY E

Guide to Oral Reports

To prepare for an oral report:

1. Read the material
2. Take notes
3. Select the main ideas
4. Support the important concepts with illustrations and/or statistics

To give oral report:

1. Name of student
2. Topic or title of the message
3. Source or reference
4. Main concepts
5. Facts and figures
6. Limit talk to five minutes
7. Ask for questions from classmates
8. Use notes, but do not read report from source

BASIC BUSINESS

COMMUNICATION SKILLS

F. Oral--Report on Free Enterprise

STUDENT PERFORMANCE OBJECTIVE

Given the booklet, Our Economic System, printed by the Sears Roebuck and Company, 1976, or any other material chosen by the student or instructor, the student will present an oral report concerning our free enterprise system within standards and time to be determined by the instructor.

INSTRUCTIONS

The student, by using the Guide to Oral Reports, will give a three to five minute oral report concerning our free enterprise system.

LEARNING ACTIVITY F

Guide to Oral Reports

To prepare for an oral report:

1. Read the material
2. Take notes
3. Select the main ideas
4. Support the important concepts with illustrations and/or statistics

To give oral report:

1. Name of student
2. Topic or title of the message
3. Source or reference
4. Main concepts
5. Facts and figures
6. Limit talk to five minutes
7. Ask for questions from classmates
8. Use notes, but do not read report from source

BASIC BUSINESS

COMMUNICATION SKILLS

G. Oral--Public Speaking

STUDENT PERFORMANCE OBJECTIVE

This activity is to provide an opportunity for students to develop more confidence in themselves, and at the same time, promote FBLA's Public Speaking Event on the local level.

INSTRUCTIONS

Using the FBLA Goals and the Public Speaking Rating Sheet, the student will prepare a seven-minute speech related to one or more of the FBLA Goals. The speech, which will be given in class one week prior to the local event, will be taped and played back. The teacher and student's classmates will offer constructive criticism based upon the points on the Public Speaking Rating Sheet, and those students with outstanding presentations will be encouraged to enter the local public speaking event.

LEARNING ACTIVITY G

See FBLA Goals and Public Speaking Rating Sheet.

The Goals of FBLA are to:

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.
- Create more interest in and understanding of American business enterprise.
- Encourage members in the development of individual projects which contribute to the improvement of home, business and community.
- Develop character, prepare for useful citizenship, and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.

BASIC BUSINESS

COMMUNICATION SKILLS

G. Oral--Public Speaking

Public Speaking

ITEM OF EVALUATION	Excellent 5	Good 3	Fair 1	COMMENTS
SUBJECT Of a business nature Developed from goals of FBLA Importance and appropriateness				
ORGANIZATION Appropriate introduction, body and conclusion				
LANGUAGE Proper grammar and word usage Sentence structure Unity of thought expressed				
DELIVERY Inflection and enunciation Good use of voice Good use of gestures Clear articulation Adaptation to audience				
POWER OF EXPRESSION Fluency Sincerity Emphasis Humor				
GENERAL EFFECTIVENESS Personal appearance Purpose achieved Audience reaction				

BASIC BUSINESS

COMMUNICATION SKILLS

H. Written--Crossword Puzzle of FBLA Terms

STUDENT PERFORMANCE OBJECTIVE

Given a crossword puzzle, the student will identify FBLA terms within standards and time determined by the instructor.

INSTRUCTIONS

The student will complete the crossword puzzle, spelling each word correctly.

LEARNING ACTIVITY H

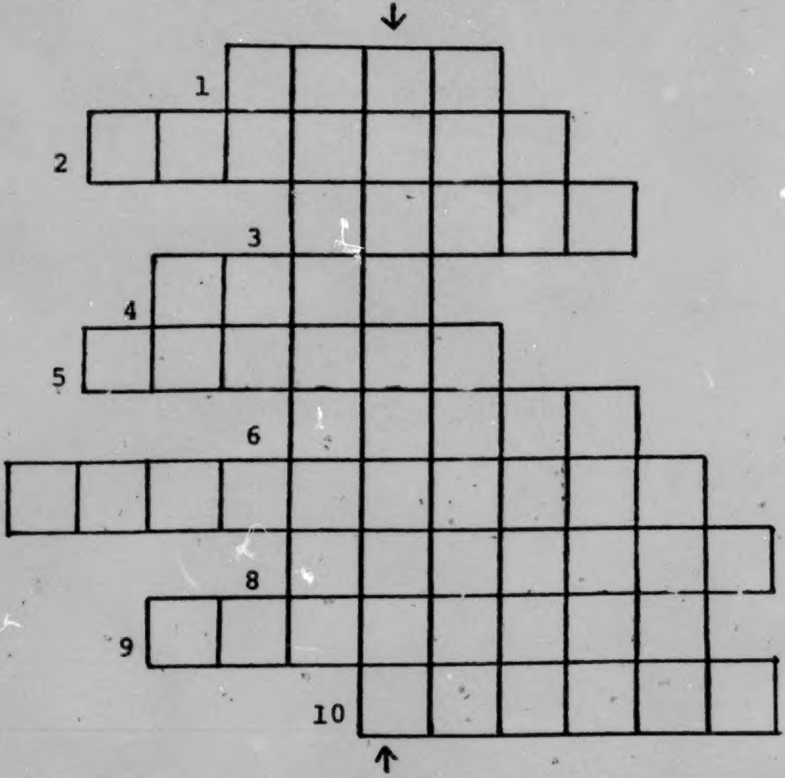
See Crossword Puzzle.

BASIC BUSINESS

COMMUNICATION SKILLS

H. Written--Crossword Puzzle of FBLA Terms

If all words are spelled correctly, the word down the middle indicates the major objective of FBLA.



ACROSS

1. A national organization for all high school students enrolled in business and office programs.
2. To participate in an event at the State Leadership Conference.
3. The FBLA emblem.
4. The official colors of FBLA are blue and _______.
5. A visible symbol (FBLA Eagle).
6. A brief statement of beliefs.
7. Ready to engage in direct action during an FBLA sale.
8. A local division of FBLA.
9. A profit-motivated organization.
10. A promise.

BASIC BUSINESS

COMMUNICATION SKILLS

I. Written--Word List

STUDENT PERFORMANCE OBJECTIVE

Given a list of words, the student will identify the misspelled words correctly within standards and time determined by the instructor.

INSTRUCTIONS

From the list of words, use a dictionary to identify and correct those words misspelled.

LEARNING ACTIVITY I

See word lists.

BASIC BUSINESS
COMMUNICATION SKILLS

I. Written--Word List (1)

1. livelihood
2. satellite
3. conquer
4. actuary
5. siege
6. dehydrate
7. artificial
8. gravitation
9. illegible
10. clientele
11. mayonnaise
12. zephyr
13. maneuver
14. aisle
15. restaurant
16. vicinity
17. turquoise
18. fallacy
19. colossal
20. electronic
21. license
22. accommodation
23. adhesive
24. twelfth
25. nucleus
26. escrow
27. concealment
28. dynamo
29. replica
30. miscellaneous
31. propeller
32. booster
33. auspices
34. misspell
35. conductance
36. announcement
37. itinerary
38. brochure
39. theory
40. waiver
41. sonic
42. indispensable
43. rotary
44. tenacious
45. voluntary
46. belligerent
47. auctioneer
48. allude
49. jeopardize
50. mediocre
51. recission
52. pursue
53. orbital
54. meteor
55. ferret
56. gratuitous
57. manipulate
58. prestige
59. photostat
60. aerodynamics
61. calendar
62. accrual
63. fortieth
64. hectic
65. liaison
66. chord
67. duplicator
68. synonymous
69. columnar
70. impulse
71. stratosphere
72. utterance
73. rudiment
74. hypocrisy
75. merchantable
76. gigantic
77. disease
78. rhapsody
79. vaccinate
80. abacus
81. capsule
82. amphibian
83. petroleum
84. novice
85. remunerate
86. morale
87. conscientious
88. digital
89. accession
90. encore
91. jettison
92. forfeiture
93. loose
94. sacrilegious
95. vandalism
96. abandoned
97. panacea
98. obstinate
99. disguise
100. entree

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BASIC BUSINESS
COMMUNICATION SKILLS

I. Written--Word List (2)

1. scarcity
2. meticulous
3. statistics
4. vetoes
5. agenda
6. atrocious
7. motif
8. prosecute
9. chlorophyll
10. epoch
11. manuscript
12. luxury
13. forcible
14. transit
15. aluminum
16. bouillon
17. parity
18. ninety
19. omitted
20. coaxial
21. estoppel
22. controlling
23. independence
24. mathematics
25. surgeon
26. requisition
27. tangible
28. wrought
29. accomplice
30. bailments
31. output
32. pharmacist
33. metallurgy
34. diagramming
35. contingent
36. futurity
37. serviceable
38. adroit
39. affidavit
40. ratification
41. computer
42. coding
43. malignant
44. illegality
45. stewardesses
46. usury
47. seize
48. accede
49. bindery
50. anacoustic
51. pegboard
52. monstrous
53. questionnaire
54. nonessential
55. awkward
56. cosignee
57. interstate
58. galaxy
59. wholly
60. accompanied
61. recuperate
62. coincide
63. equitable
64. heir
65. rheostat
66. volume
67. abrupt
68. analog
69. prejudiced
70. optimism
71. chattel
72. deficit
73. telemeter
74. versus
75. bureaucracy
76. oblige
77. incandescence
78. executor
79. libel
80. symmetrical
81. ridiculous
82. attorneys
83. quandary
84. lieutenant
85. chaplain
86. etiquette
87. tariffs
88. silhouette
89. absorbent
90. conceive
91. environment
92. inevitable
93. linear
94. weather
95. siphon
96. battalion
97. proceeds
98. reminisce
99. census
100. eradicator

BASIC BUSINESS

COMMUNICATION SKILLS

I. Written--Word List (3)

1. allocate
2. external
3. legitimate
4. magnificent
5. variable
6. rhetorical
7. affirmative
8. changeable
9. permeate
10. rebellious
11. extemporaneous
12. labeling
13. haulage
14. sporadic
15. viaduct
16. soliloquy
17. aeronautics
18. commentator
19. pageant
20. receptacle
21. phenomenon
22. oculist
23. feasible
24. litigation
25. hypotenuse
26. justifiable
27. trivial
28. vacancies
29. allies
30. debris
31. carburetor
32. penicillin
33. indicentally
34. input
35. stabilizer
36. ambiguity
37. pasteurize
38. fluorescent
39. interdependence
40. strategy
41. venue
42. acquittal
43. casuallty
44. enthusiastic
45. successor
46. camouflage
47. contagious
48. eligible
49. pneumatic
50. noticeable
51. abhorrence
52. conscience
53. embezzlement
54. parallel
55. forthright
56. knowledgeable
57. unforgettable
58. sovereign
59. accelerated
60. antenna
61. discernible
62. apparel
63. adherent
64. privilege
65. apathy
66. beneficiary
67. encumbrance
68. irreverent
69. annuity
70. conversion
71. celestial
72. precede
73. antedated
74. accidentall
75. grammar
76. tragedies
77. anxiety
78. binocular
79. ecliptic
80. prerequisite
81. repetitively
82. kilowatt
83. acquiesce
84. cemetary
85. effervesce
86. testator
87. apparatus
88. easement
89. parochial
90. extraordinary
91. stereoscope
92. veracity
93. auxiliary
94. condenser
95. overconfident
96. reconnaissance
97. incontestable
98. accessory
99. comptometer
100. seperate

BASIC BUSINESS
COMMUNICATION SKILLS

I. Written--Word List (4)

1. presumptuous
2. oscillator
3. architect
4. basically
5. reaffirm
6. interrupt
7. arguing
8. administration
9. insignia
10. procrastinate
11. creosote
12. corrosion
13. eccentric
14. stationery
15. antagonistic
16. hysterics
17. reconcile
18. encyclopedia
19. bisector
20. grievance
21. interfered
22. recommendation
23. applicable
24. judgment
25. cosmonaut
26. converter
27. sympathize
28. zeros
29. assassinate
30. anonymous
31. promissory
32. audible
33. excusable
34. alignment
35. erreparable
36. reciprocate
37. demurrage
38. assimilation
39. bequeth
40. audacious
41. interurban
42. personnel
43. cargoes
44. astrogation
45. recurrence
46. corporation
47. twentieth
48. antibiotic
49. interpret
50. paradoxical
51. deficiency
52. abeyance
53. boundaries
54. ostensible
55. assembled
56. inflammable
57. perseverance
58. reimbursement
59. centrifugal
60. subpoena
61. vacuum
62. analyze
63. haphazard
64. proprietor
65. disbursement
66. exaggerate
67. conspicuous
68. vein
69. supersede
70. anesthetic
71. guarantor
72. quorum
73. desirable
74. perimeter
75. courteous
76. turbulence
77. wealthiest
78. symbolic
79. amendment
80. conveyance
81. duress
82. cavitation
83. unpretentious
84. terperament
85. astronaut
86. bankruptcy
87. predominant
88. collateral
89. descendant
90. vangeance
91. continuous
92. baccalaureate
93. phychosomatic
94. complement
95. discrepance
96. cohesion
97. contemptible
98. convenience
99. symposium
100. collectible

BASIC BUSINESS
COMMUNICATION SKILLS

I. Written--Word List (5)

1. fission
2. kilocycle
3. zinc
4. pavillion
5. repudiate
6. congregation
7. distortion
8. chamois
9. matriculate
10. indelibel
11. unique
12. sonar
13. allegiance
14. calculator
15. partial
16. rendezvous
17. codicil
18. mammal
19. lost
20. fascinate
21. homogenize
22. lien
23. turbine
24. retrieval
25. airfoil
26. oxidation
27. competitive
28. manageable
29. foreign
30. visible
31. synthetic
32. alkali
33. processing
34. paralyze
35. collator
36. referandum
37. oblivious
38. plaintiff
39. eminent
40. connoisseur
41. mortgage
42. quadruplicate
43. illiterate
44. magnetic
45. retroactive
46. warranty
47. alien
48. endorsement
49. corduroy
50. murmer
51. parenthesis
52. foreclosure
53. manifestation
54. irresistable
55. flexible
56. staccato
57. voidable
58. affluent
59. ecstasy
60. differential
61. pressurized
62. occurred
63. judicious
64. limousine
65. exorbitant
66. tenancy
67. abscess
68. concede
69. nineteenth
70. regrettable
71. indemnity
72. librarian
73. alacrity
74. reservoir
75. zealously
76. grudge
77. intestate
78. title
79. amateur
80. dependent
81. barometer
82. enxemble
83. cellulose
84. modulation
85. propellant
86. foreword
87. referred
88. precarious
89. humanitarian
90. maintenance
91. subjorgation
92. undoubtedly
93. souvenir
94. abbreviation
95. automation
96. colonel
97. protectorate
98. fuselage
99. solitaire
100. verbatim

BASIC BUSINESS
COMMUNICATION SKILLS

J. Written--Request Letter for Free Enterprise Pamphlet

STUDENT PERFORMANCE OBJECTIVE

Given the description of a situation, the student will compose and type a request letter utilizing the essentials of good form and composition as measured by the check sheet within standards and time determined by the instructor.

INSTRUCTIONS

As the FBLA Project Awareness chairperson, write a letter requesting a copy of the booklet, "The American Economic System . . . and Your Part In It." Single copies are available without charge by writing "Economics," Pueblo, Colorado 81009. If bulk copies are needed by the chapter contact: The Advertising Council, Inc., 825 Third Avenue, New York, NY 10022. The letter will be evaluated on the check sheet below.

LEARNING ACTIVITY J

	Check Sheet	STUDENT		INSTRUCTOR	
		YES	NO	YES	NO
1.	Is the letter attractive? (Because first impressions are important, be sure to see if it looks good.)				
2.	Is the letter complete? (Check to see that all the necessary information is included.)				
3.	Is the letter concise? (Is the message in as few words as possible, yet enough to get the message across?)				
4.	Is the letter clear? (Does it say exactly what should be said? (Will the receiver understand the message?)				
5.	Is the letter courteous? (Are the words "please" and "thank you" somewhere in the letter?)				

BASIC BUSINESS

COMMUNICATION SKILLS

K. Written--News Release

STUDENT PERFORMANCE OBJECTIVE

Given the following check sheet, the student will prepare a news release for an FBLA chapter within standards and time determined by the instructor.

INSTRUCTIONS

Given the information for an FBLA meeting or activity provided by your instructor, prepare a news release. Check the news release using the student check sheet and turn both in to the instructor.

LEARNING ACTIVITY K

See Check Sheet for News Release.

BASIC BUSINESS

COMMUNICATION SKILLS

K. Written--News Release

CHECK SHEET FOR NEWS RELEASE

		STUDENT		INSTRUCTOR	
		YES	NO	YES	NO
1.	Original typewritten copy on 8 1/2" x 11" white bond paper?				
2.	One-third of first page blank for editor's use?				
3.	Name of chapter, school and date?				
4.	Use of release date on copy?				
5.	If copy goes to succeeding pages, use of the word "more" on bottom of page and use of "end" or "###" typed at end of release?				
6.	Neat, accurate and brief (no sentence over 19 words)?				
7.	Is the following information included? What--(Business meeting, social activity, speaker or other FBLA activity.) Who--(Name of people involved such as: committee chairpersons, officers or speakers.)				
8.	When--(Date and time of activity. Use actual date such as May 12, not "Tuesday" or yesterday.) Where--(Place.) Why--(Purpose of activity.) How--(Details of how activity was or will be carried out.)				
9.	Is the lead (1 or 2 sentences) designed to give information quickly and in such a manner as to make the reader want to finish the article?				
10.	Sticks to facts. (No opinions unless a direct quote?)				

SOLUTIONS--BASIC BUSINESS

COMMUNICATION SKILLS

B. Listening--Critical

Material to be put on cards:

1. Develop competent, aggressive business leadership
2. Strengthen the confidence of students in themselves and their work
3. Create more interest in and understanding of American business enterprise
4. Encourage members in the development of individual projects which contribute to the improvement of home, business and community
5. Develop character, prepare for useful citizenship, and foster patriotism
6. Encourage and practice efficient money management
7. Encourage scholarship and promote school loyalty
8. Assist students in the establishment of occupational goals
9. Facilitate the transition from school to work

Answers to Quiz:

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. True

SOLUTIONS--BASIC BUSINESS

COMMUNICATION SKILLS

D. Reading--Our Economic System

"Whatever Happened to the Nickel Candy Bar?"

Answers to Quiz:

1. True
2. True
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True

SOLUTIONS--BASIC BUSINESS

COMMUNICATION SKILLS

H. Crossword Puzzle of FBLA Terms

If all words are correctly spelled, the word down the middle indicates the major objective of FBLA.

						↓					
1				F	B	L	A				
2		C	O	M	P	E	T	E			
3					E	A	G	L	E		
4			G	O	L	D					
5		E	M	B	L	E	M				
6					C	R	E	E	D		
7	A	G	G	R	E	S	S	I	V	E	
8					C	H	A	P	T	E	R
9			B	U	S	I	N	E	S	S	
10						P	L	E	D	G	E
						↑					

ACROSS

1. A national organization for all high school students enrolled in business and office programs.
2. To participate in a contest at the State Leadership Conference.
3. The FBLA emblem.
4. The official colors of FBLA are blue and ____.
5. A visible symbol (FBLA Eagle).
6. A brief statement of beliefs.
7. Ready to engage in direct action during an FBLA sale.
8. A local division of FBLA.
9. A profit-motivated organization.
10. A promise.

SOLUTIONS--BASIC BUSINESS
COMMUNICATION SKILLS

I. Written--Word List

Spelling List Key

Words spelled incorrectly:

List (1),	#51,	recession
List (2)		no errors
List (3),	#33,	incidentally
	#43,	casualty
	#84,	cemetery
	#100,	separate
List (4),	#35,	irreparable
	#84,	temperament
	#90,	vengeance
	#95,	discrepancy
List (5),	#10,	indelible
	#36,	referendum
	#50,	murmur
	#82,	ensemble
	#85,	OR propellent
	#91,	subjugation
	#93,	souvenier

BASIC BUSINESS

REFERENCE RESOURCES

A. Research Project--National FBLA Founder

STUDENT PERFORMANCE OBJECTIVE

Given a specific research project, the student will answer all questions within standards and time determined by the instructor.

INSTRUCTIONS

The student will do research on pertinent information about the National FBLA founder. Reference sources provided are: *National FBLA Handbook*, *Thesaurus*, and *Reader's Guide*. Complete the form as the information is gathered.

LEARNING ACTIVITY A

1. What is the National FBLA founder's name? ____________________
2. Where did you find this information? ________________________
3. List information about the outstanding highlights of the National FBLA founder's career as related to the start of FBLA. ____
   ____
4. Has the National FBLA founder written any magazine articles prior to 1970? _______
5. Where did you look to find this information? ________________
6. Give four different ways of saying "famous." _______________
   ____
7. Where did you find these words? _____________________________
8. Is there any information you think you would have to know about the National FBLA founder but that you cannot find? If so, what? ____
   ____
   ____

REFERENCE RESOURCES

B. Telephone Directory

STUDENT PERFORMANCE OBJECTIVE

Given a list of 10 questions covering information found in the telephone directory, the student will answer the questions within standards and time to be determined by the instructor.

INSTRUCTIONS

By using the telephone directory, answer the 10 questions related to FBLA activities.

LEARNING ACTIVITY B

Place the correct telephone number of each of the following in the space provided:

_____________ 1. A local wholesaler of candy.

_____________ 2. A distributor of doughnuts.

_____________ 3. A hairdresser to judge a beauty contest.

_____________ 4. A local business to arrange a tour of its factory.

_____________ 5. A community college.

_____________ 6. A gas station where FBLA could have a car wash.

_____________ 7. A supermarket which will permit a bake sale.

_____________ 8. A printer for banquet invitations.

_____________ 9. The closest florist to our school.

_____________10. A travel agent to arrange transportation to the next National FBLA Convention.

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REFERENCE RESOURCES

C. FBLA Pyramid Game

STUDENT PERFORMANCE OBJECTIVE

Given questions about FBLA, the student will compose answers within the standards and time to be determined by the instructor.

INSTRUCTIONS

The student will be given an FBLA Handbook, FBLA Pyramid, and Pyramid Question Sheet. During the time allowed and according to the standards set by the instructor, the student will compose the answers to each question progressing horizontally and then vertically until reaching the pinnacle of service, education, and progress in FBLA. As each small pyramid question is completed, the student will type an F for the F Level in the center of each triangle. (F in 1-7, B in 8-12, L in 13-15, and an A in 16.) It is suggested that the answers be in correct typewritten form where possible.

LEARNING ACTIVITY C

See Pyramid Questions and FBLA Pyramid. Solutions to questions are in the FBLA Handbook or will be original compositions of the student.

BASIC BUSINESS

REFERENCE RESOURCES

C. FBLA Pyramid Question Sheet

F LEVEL QUESTIONS
(Make sentence answers)

1. What are the three types of awards events in FBLA?
2. Which events are designed to give recognition to outstanding members who have demonstrated qualities of leadership, participation and interest in the organization?
3. What event is designed to acquaint students with employment procedures they will face when applying for positions?
4. What event is designed to develop qualities of business leadership by providing an opportunity for the student to participate in impromptu speeches?
5. What event measures skill in keeping basic financial records?
6. Which event measures understanding of the basic principles involved in speeding up the handling of information important in the operating of a business?
7. What event measures skill applied to papers completed by a beginning office worker?

B LEVEL QUESTIONS
(Make sentence answers)

8. Who reviews, approves, and issues charters to state chapters?
9. What is the emblem of FBLA?
10. What is the student publication issued to all chapters?
11. What is the official guide of FBLA?
12. Within the United States are FBLA Regions. What is your regional area of FBLA?

L LEVEL QUESTIONS
(Be original)

13. Prepare a table listing the names and titles of the local FBLA Officers and give a title to this table.
14. Compose a memo to a friend asking him/her to accompany you to the next FBLA meeting.
15. Compose a letter in final form to a local business person asking that person to speak to your group about "profit motive."

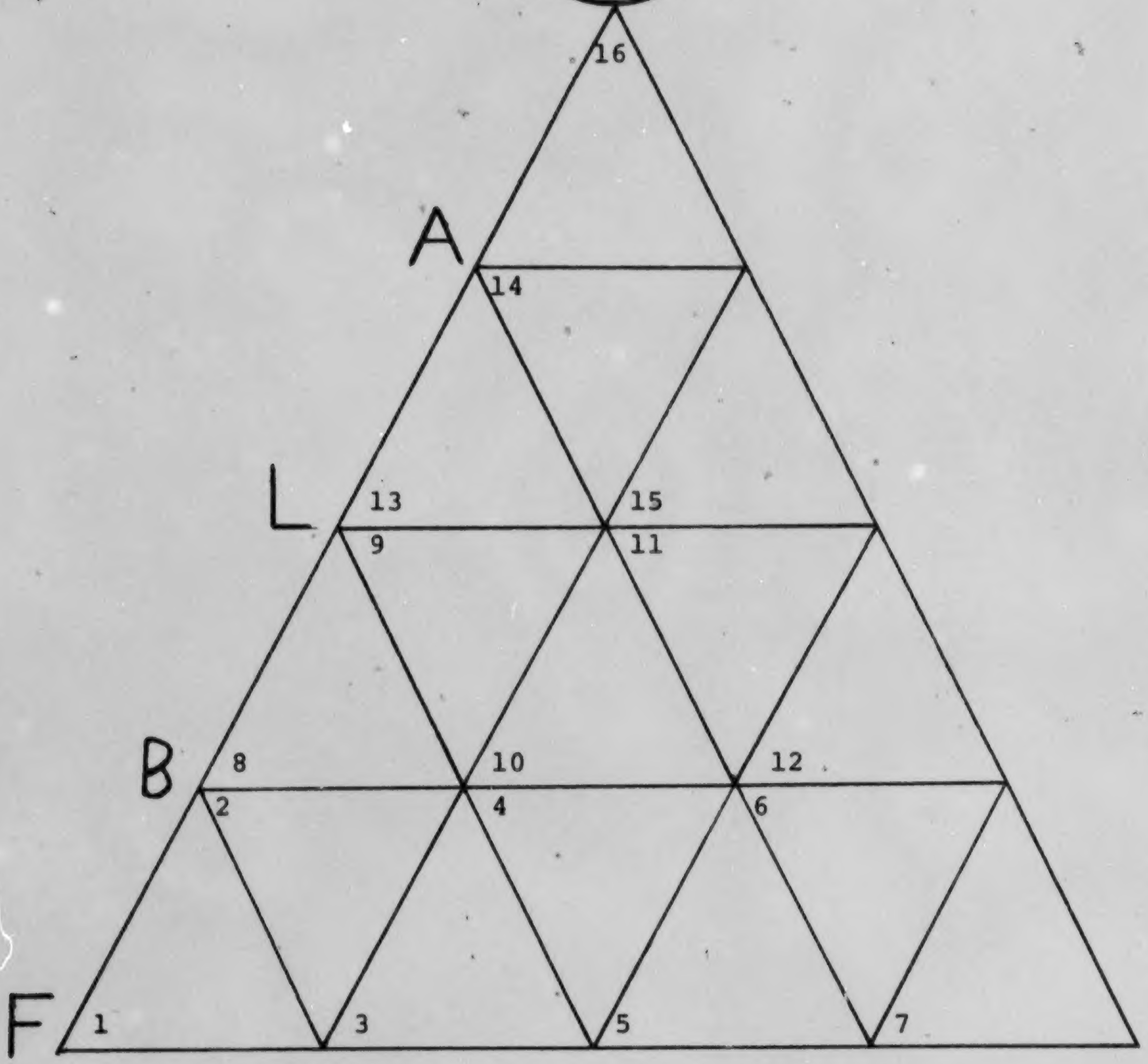
A LEVEL QUESTION

16. Compose a short poem or song about FBLA.

C. FBLA Pyramid Game

SERVICE EDUCATION PROGRESS

FUTURE
BUSINESS
LEADERS
AMERICA


16
A
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12
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7

CLIMB THE FBLA PYRAMID TO SERVICE, EDUCATION AND PROGRESS

SOLUTIONS--BASIC BUSINESS

REFERENCE RESOURCES

A. Research Project--National FBLA Founder

1. Hamden Forkner

2. Future Business Leaders of America-PBL Handbook

3. 1937-38--Hamden Forkner while at Teachers College, Columbia University, New York City, proposed start of FBLA

4. Yes

5. Reader's Guide

6. Prominent, eminent, important, great

7. The Thesaurus

8. Student solutions

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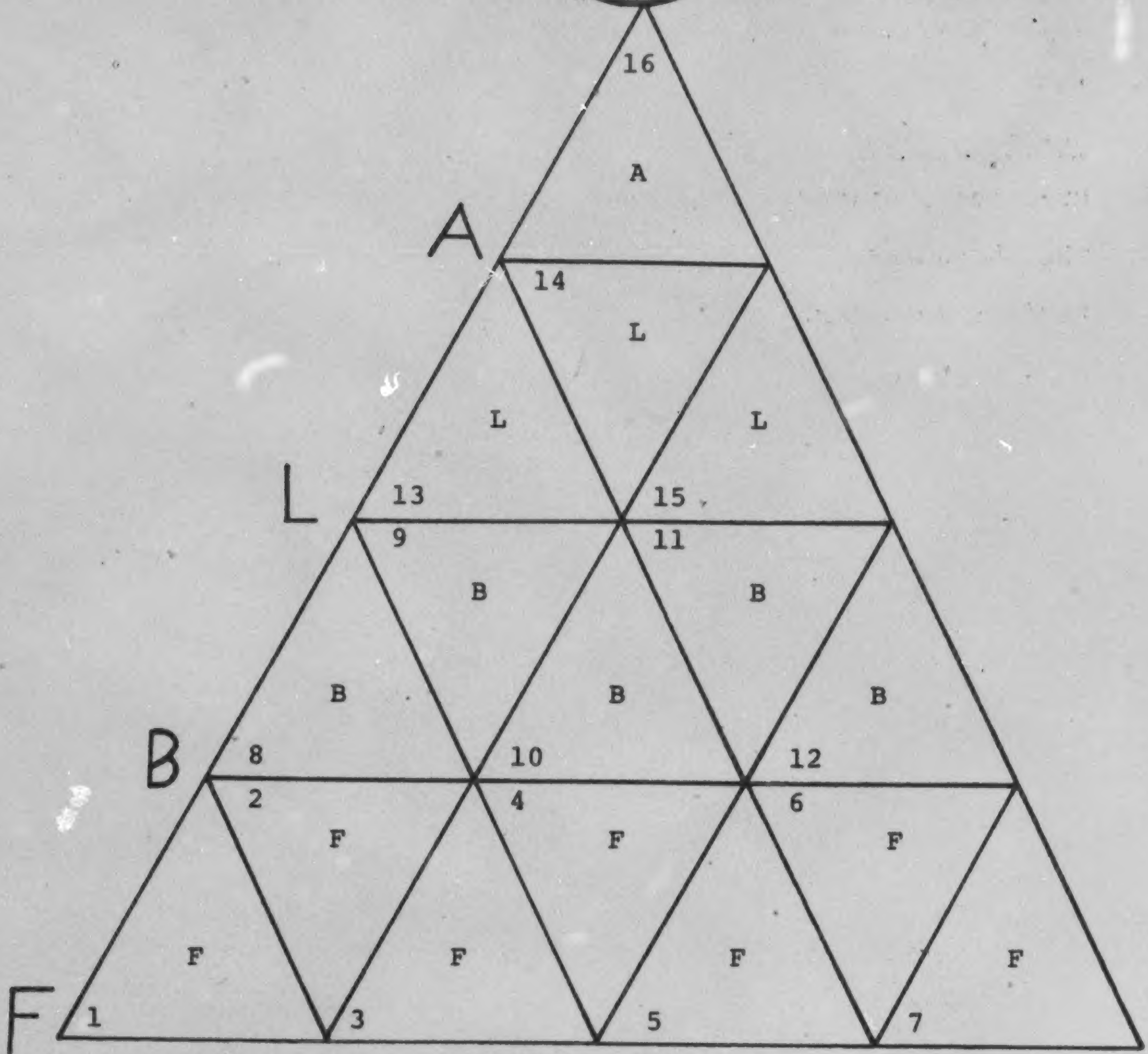
C. FBLA Pyramid Game

SERVICE EDUCATION PROGRESS

FUTURE
BUSINESS
LEADERS
AMERICA



1. individual, team, chapter
2. Mr. and Miss FBLA
3. Job Interview
4. Extemporaneous Speaking
5. Accounting I
6. Data Processing
7. Clerk-Typist I
8. FBLA-PBL National Office
9. Eagle
10. TOMORROW'S BUSINESS LEADER
11. FBLA HANDBOOK
12. (whichever region you are in)
13. See student solution
14. See student solution
15. See student solution
16. See student solution

Office Procedures

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

A. Addition--FBLA Financial Summary

STUDENT PERFORMANCE OBJECTIVE

Given a one month FBLA Chapter Financial Summary, the student will compute Total Receipts, Total Disbursements, and Balance on Hand within standards and time determined by the instructor.

INSTRUCTIONS

Using the one month FBLA Chapter Financial Summary, find Total Receipts, Total Disbursements, and Balance on Hand.

LEARNING ACTIVITY A

See one month FBLA Chapter Financial Summary.

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

A. Addition--FBLA Financial Summary

(Sample)
FBLA Chapter Financial Summary

_______________FBLA Chapter _______________High School

For the Period___________

Chapter Receipts:	Member dues & Fees	$ 10.50
	Chapter Projects	192.00
	Other Fund-Raising Activities	175.51
	Contributions	90.00
	Other Chapter Income:	
	Total	$

Disbursements:	State Leadership Conference Registration	$ 32.00
	FBLA Pins and Awards	15.40
	Student Government	2.00
	Cost of Fund-Raising Items	295.01
	Miscellaneous	5.00
	Total	$

TOTAL RECEIPTS . . . . $_____________

TOTAL DISBURSEMENTS . . . . $_____________

BALANCE ON HAND . . . . $_____________

Approved:______________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

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OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

B. Addition--FBLA Dues Record

STUDENT PERFORMANCE OBJECTIVE

Given a list of FBLA members and the dues that have been paid by each, determine the total dues for the chapter and total dues paid to the State and National FBLA Chapters within standards and time determined by the instructor.

INSTRUCTIONS

From the FBLA Chapter membership list and record of dues paid, compute the the total money allocated to the local, state, and national chapters.

LEARNING ACTIVITY B

See FBLA Dues Record.

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

B. FBLA Dues Record

NAME	Total Pd.	Amt. to Local	Amt. to State	Amt. to Natl.
Teri Allen	$3.00	$.50	$1.00	$1.50
Jim Brown	3.00	.50	1.00	1.50
Lynda Burges	3.00	.50	1.00	1.50
Bonnie Compos	3.00	.50	1.00	1.50
Kathy Craven	3.00	.50	1.00	1.50
Ron Evans	3.00	.50	1.00	1.50
Jack Frost	3.00	.50	1.00	1.50
Gail Gordon	3.00	.50	1.00	1.50
Bill Glass	3.00	.50	1.00	1.50
Judy Humphrey	3.00	.50	1.00	1.50
June Lewis	3.00	.50	1.00	1.50
Dennis Jackson	3.00	.50	1.00	1.50
Diana Johnson	3.00	.50	1.00	1.50
Benjamin Kampe	3.00	.50	1.00	1.50
Marilyn Long	3.00	.50	1.00	1.50
Jim Myers	3.00	.50	1.00	1.50
Ann Norris	3.00	.50	1.00	1.50
Rochelle Peters	3.00	.50	1.00	1.50
Angelea Provo	3.00	.50	1.00	1.50
Steve Reed	3.00	.50	1.00	1.50
Joan Smith	3.00	.50	1.00	1.50
Sara Stevens	3.00	.50	1.00	1.50
Mike Taylor	3.00	.50	1.00	1.50
Frank Urquides	3.00	.50	1.00	1.50
Sherry Vaughn	3.00	.50	1.00	1.50
Totals				

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

C. Addition--Fund Raising Campaign Report

STUDENT PERFORMANCE OBJECTIVE

Given an Arizona FBLA Fund Raising Campaign Report, the student will determine the total contributions from each school and the total funds raised within standards and time determined by the instructor.

INSTRUCTIONS

Add the Fund Raising Campaign contributions from each of the chapters listed and compute the totals.

LEARNING ACTIVITY C

Fund Raising Campaign Report
For Quarter Ending: March 31, 19--

Chapter	January	February	March	Total Contributions
Alhambra	$ 25.00	$ 34.00	$ 10.00	$ 69.00
Bisbee	15.00	15.00	10.00	
Buena	17.00	18.00	16.00	
Chandler	10.00	11.00	15.00	
Coolidge	9.00	8.00	10.00	
Duncan	8.00	8.00	9.00	
Globe	15.00	21.00	20.00	
Independence	26.00	16.00	13.00	
Kofa	14.00	15.50	12.00	
Lake Havasu	7.00	10.00	6.00	
Marana	16.00	12.50	18.00	
Marcos de Niza	25.00	20.00	8.00	
Mingus Union	31.00	10.00	5.00	
Moon Valley	12.00	13.00	10.00	
Phoenix Union	10.00	14.00	7.00	
Rincon	26.50	14.00	24.00	
Sabino	14.00	15.00	17.00	
Sunnyslope	36.00	20.00	15.00	
Thunderbird	16.00	17.00	16.50	
Washington	12.50	32.00	20.00	
Yuma	16.00	12.00	15.00	
TOTALS	$	$	$	$

OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

D. Addition/Subtraction--FBLA Candy Sale

STUDENT PERFORMANCE OBJECTIVE

Given the following FBLA Candy Sale Report, the student will compute the amount of increase or decrease in sales that each member experienced, the total sales from the first sale, total sales from the second sale, the total increase or decrease, and the total candy bars sold to date, within standards and time determined by the instructor.

INSTRUCTIONS

Using the following FBLA Candy Sale Report, find each member's increase or decrease of sales, the total of each sale, the total increase or decrease and the total candy bars sold to date.

LEARNING ACTIVITY D

FBLA Sales Report for Month Ending April 30, 19--

Member	1st Sale	2nd Sale	Increase or Decrease	Total Sold
Ron Bell	23	21	-2	44
Alice Cain	15	15		
Diane Dancer	44	22		
Mike Doud	35	33		
Carla Escher	10	15		
Rita Ford	4	7		
Beth Gage	11	16		
Rhonda Howze	18	15		
Jim Jones	21	25		
Paula Lane	4	0		
Chris Mason	10	10		
Wilma Nash	19	15		
Robert Poer	5	10		
Eileen Rada	16	16		
Ken Steelman	19	27		
TOTALS				

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

E. Addition/Multiplication--FBLA Invoices

STUDENT PERFORMANCE OBJECTIVE

Given five invoices, the student will compute the total amounts for each product ordered and the total amount of each invoice within standards and time determined by the instructor.

INSTRUCTIONS

Using the accumulative multiplication method, compute the cost of the item and the total amount of each invoice.

LEARNING ACTIVITY E

FBLA Invoices

1) Quantity	Description	Unit Price	Total
250	Almond Chocolate Bars	$.29	$ 72.50
75	Plain Chocolate Bars	.25	13.50
50	M & M's	.27	18.75
		Total	$

2) Quantity	Description	Unit Price	Total
120	Note Cards	$ .95	$
75	Christmas Cards	1.25	
75	Letters in the Round	1.00	
		Total	$

3) Quantity	Description	Unit Price	Total
7	FBLA Blazers	$39.00	$
1	FBLA Banner	49.00	
20	FBLA Pins	2.25	
		Total	$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

E. Addition/Multiplication--FBLA Invoices (2)

4) Quantity	Description	Unit Price	Total
45	Pocket Flashlights	$1.25	$
45	Pocket Calendars	.95	
45	Personalized Checkbooks	1.50	
		Total	$

5) Quantity	Description	Unit Price	Total
60	Currier & Ives Candles	$1.00	$
60	Animal Candles	.75	
60	Christmas Candles	1.00	
		Total	$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

STUDENT PERFORMANCE OBJECTIVE

Given 20 problems using FBLA Individual Sales Records for five sales, the student will determine the number of items sold, the dollar amount of sales, and the totals of each using the touch method within standards and time determined by the instructor.

INSTRUCTIONS

The following problems are sales records from an FBLA Chapter with 20 members. Using the sales records provided, compute the number of items sold, the dollar amount of sales, and the totals of each for each person.

LEARNING ACTIVITY F

1. EXAMPLE

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/30	2	18	$ 45.00
15	Candles	2.00	10/30	11/15	1	14	28.00
30	Candy Bars	.75	11/16	11/30	0	30	22.50
10	Christmas Cards	1.00	11/30	12/16	0	10	10.00
11	Stationery	1.25	1/18	1/30	5	6	7.50
					Total:	78	$113.00

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

2)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
30	Candles	2.50	9/30	10/30	1		$
18	Candles	2.00	10/30	11/15	1		
25	Candy Bars	.75	11/16	11/30	10		
10	Christmas Cards	1.00	11/30	12/16	0		
15	Stationery	1.25	1/8	1/30	1		
					Total:		$

3)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
25	Candles	2.50	9/30	10/29	2		$
15	Candles	2.00	10/30	11/2	0		
20	Candy Bars	.75	11/16	11/30	1		
10	Christmas Cards	1.00	11/30	12/14	0		
15	Stationery	1.25	1/8	1/30	1		
					Total:		$

4)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/28	2		$
10	Candles	2.00	10/30	11/15	2		
20	Candy Bars	.75	11/16	11/28	5		
10	Christmas Cards	1.00	11/30	12/15	3		
10	Stationery	1.25	1/8	1/30	1		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

5)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/30	1		$
5	Candles	2.00	10/30	11/15	0		
10	Candy Bars	.75	11/16	11/30	1		
10	Christmas Cards	1.00	11/30	12/14	0		
5	Stationery	1.25	1/8	1/30	1		
					Total:		$

6)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/29	2		$
10	Candles	2.00	10/30	11/15	1		
10	Candy Bars	.75	11/16	11/28	2		
10	Christmas Cards	1.00	11/30	12/15	1		
10	Stationery	1.25	1/8	1/30	0		
					Total:		$

7)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/20	0		$
5	Candles	2.00	10/30	11/12	0		
5	Candy Bars	.75	11/16	11/22	1		
10	Christmas Cards	1.00	11/30	12/2	0		
5	Stationery	1.25	1/8	1/30	2		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

8)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	3		$
15	Candles	2.00	10/30	11/15	7		
10	Candy Bars	.75	11/16	11/30	5		
10	Christmas Cards	1.00	11/30	12/15	1		
20	Stationery	1.25	1/8	1/30	10		
					Total:		$

9)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/20	0		$
10	Candles	2.00	10/30	11/15	1		
10	Candy Bars	.75	11/16	11/30	1		
10	Christmas Cards	1.00	11/30	12/5	0		
5	Stationery	1.25	1/8	1/30	0		
					Total:		$

10)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/25	1		$
15	Candles	2.00	10/30	11/15	1		
15	Candy Bars	.75	11/16	11/30	3		
10	Christmas Cards	1.00	11/30	12/15	4		
10	Stationery	1.25	1/8	1/30	2		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

11)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/30	10		$
20	Candles	2.00	10/30	11/15	10		
15	Candy Bars	.75	11/16	11/30	5		
10	Christmas Cards	1.00	11/30	12/15	2		
10	Stationery	1.25	1/8	1/30	2		
					Total:		$

12)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	19/30	8		$
10	Candles	2.00	10/30	11/15	8		
10	Candy Bars	.75	11/16	11/30	5		
10	Christmas Cards	1.00	11/30	12/15	2		
5	Stationery	1.25	1/8	1/30	1		
					Total:		$

13)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	3		$
10	Candles	2.00	10/30	11/15	2		
10	Candy Bars	.75	11/16	11/30	4		
10	Christmas Cards	1.00	11/30	12/15	1		
10	Stationery	1.25	1/8	1/30	3		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

14)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	1		$
15	Candles	2.00	10/30	11/15	2		
10	Candy Bars	.75	11/16	11/30	1		
10	Christmas Cards	1.00	11/30	12/15	0		
20	Stationery	1.25	1/8	1/30	0		
					Total:		$

15)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/29	1		$
10	Candles	2.00	10/30	11/15	3		
10	Candy Bars	.75	11/16	11/29	2		
10	Christmas Cards	1.00	11/30	12/15	1		
15	Stationery	1.25	1/8	1/30	3		
					Total:		$

16)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/20	0		$
20	Candles	2.00	10/30	11/13	0		
20	Candy Bars	.75	11/16	11/20	0		
10	Christmas Cards	1.00	11/30	12/15	1		
20	Stationery	1.25	1/8	1/30	0		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

17)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/30	2		$
10	Candles	2.00	10/30	11/15	4		
10	Candy Bars	.75	11/16	11/30	1		
10	Christmas Cards	1.00	11/30	12/15	1		
15	Stationery	1.25	1/8	1/30	2		
					Total:		$

18)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/12	0		$
5	Candles	2.00	10/30	11/12	0		
10	Candy Bars	.75	11/16	11/20	0		
10	Christmas Cards	1.00	11/30	12/8	0		
15	Stationery	1.25	1/8	1/15	0		
					Total:		$

19)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/29	2		$
10	Candles	2.00	10/30	11/15	1		
5	Candy Bars	.75	11/16	11/20	0		
10	Christmas Cards	1.00	11/30	12/15	2		
10	Stationery	1.25	1/8	1/30	1		
					Total:		$

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

20)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	2		$
10	Candles	2.00	10/30	11/15	3		
5	Candy Bars	.75	11/16	11/28	0		
10	Christmas Cards	1.00	11/30	12/15	2		
5	Stationery	1.25	1/8	1/25	0		
					Total:		$

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OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

G. Multiplication--Order Form

STUDENT PERFORMANCE OBJECTIVE

Given 20 problems, the student will compute the total amount owed for each item on an FBLA order form using the multiplication touch method within standards and time determined by the instructor.

INSTRUCTIONS

Using the figures taken from several FBLA order forms, determine the total amount owed for each item. Use the touch method.

LEARNING ACTIVITY G

QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE
125	Each	Animal Candles	$ 1.00	
250	Each	Hershey Bars	.29	
3.5	Cases	Bubble Gum (20 boxes/case)	2.50 box	
150	Boxes	Stationery	.75	
70	Each	"Dumb Things" Notepads	.755	
52	Boxes	Christmas Cards	.93	
25	Each	Pocket Flashlights	1.22	
3	Cases	Candles (20/case)	14.50	
3	Cases	Candles (20/case)	.75 candle	
75	Cans	Almonds	1.05	
10	Boxes	Personalized Christmas Cards	3.25	
6	Cases	Light Bulbs	10.00	
100	Bags	Peanuts in Shell	.15	
100	Each	Yearbook Plastic Covers	.725	
20	Boxes	Mints	.63	
17	Each	FBLA Pins	2.25	
4	Each	FBLA Blazers	39.00	
1	Each	FBLA Banner	49.00	
6	Sheets	FBLA Decals	.75	

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

H. Multiplication--National Dues Record

STUDENT PERFORMANCE OBJECTIVE

Given 10 problems containing information about National FBLA membership dues, the student will compute each chapter's national dues within standards and time determined by the instructor.

INSTRUCTIONS

Multiply the number of members by the amount of national dues ($1.50) to obtain the total National FBLA dues.

LEARNING ACTIVITY H

National Dues Record

School	Number of Members	Natl. Dues
Alhambra High School, Phoenix	33	$ 49.50
Buena High School, Sierra Vista	24	______
Kofa High School, Yuma	115	______
Lake Havasu High School, Lake Havasu City	14	______
Marana High School, Marana	15	______
Mingus Union High School, Cottonwood	57	______
Phoenix Union High School, Phoenix	40	______
Sabino High School, Tucson	55	______
Thunderbird High School, Glendale	24	______
Washington High School, Phoenix	53	______
Yuma High School, Yuma	25	______

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

I. Multiplication--Profit on Candy Sale

STUDENT PERFORMANCE OBJECTIVE

Given the candy sales records of 10 FBLA members, the student will compute all problems to determine individual and total profit within standards and time determined by the instructor.

INSTRUCTIONS

Knowing that on every $.50 candy bar sold there is a $.21 profit, compute the amount of profit for each of the following 10 members. Compute the total profit.

LEARNING ACTIVITY I

FBLA Sales Record

Member	Candy Bars Sold	Profit
Mary Jones	10	$ 2.10
Jane Russel	21	
Sally Smith	17	
Bill Stevens	7	
John Soto	32	
Beth Thomas	24	
Martha Trigger	12	
Laurie Tump	45	
Alex Unverzagt	5	
David Zimmer	14	
Total Profit		$

OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

J. Multiplication--FBLA Sales Report

STUDENT PERFORMANCE OBJECTIVE

Given an FBLA Sales Report, the student will compute the earnings of each of 20 members within standards and time determined by the instructor.

INSTRUCTIONS

Using the FBLA Sales Report, multiply the amount of net sales by the rate of commission to determine the amount of money each student will earn for FBLA State Leadership Conference registration.

LEARNING ACTIVITY J

FBLA Sales Report for Month Ended March 31, 19--

Salesman	Net Sales	Commission Rate	Money Earned
Teri Allen	$ 42.50	15%	$ 6.38
Jim Brown	22.25	15%	
Lynda Burges	34.50	15%	
Bonnie Campos	41.44	15%	
Kathy Craven	15.69	15%	
Ron Evans	35.50	15%	
Jack Frost	65.75	15%	
Gail Gordon	50.50	15%	
Bill Glass	33.54	15%	
Judy Humphrey	25.00	15%	
June Lewis	42.75	15%	
Dennis Jackson	10.50	15%	
Diana Johnson	22.50	15%	
Benjamin Kampe	33.45	15%	
Marilyn Long	25.00	15%	
Jim Myers	18.75	15%	
Ann Norris	14.50	15%	
Rochelle Peters	27.00	15%	
Angela Provo	41.50	15%	
Steve Reed	27.00	15%	

OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

K. Subtraction/Division--FBLA Markup Schedule

STUDENT PERFORMANCE OBJECTIVE

Given an FBLA Markup Schedule, the student will determine the amount of markup, the percent markup on the cost, and the percent markup on the retail price for each item within standards and time set by the instructor.

INSTRUCTIONS

Calculate the missing values in the FBLA Markup Schedule. Round each markup to the nearest 1/100th of one percent.

Formula

Retail - Cost = Markup
Markup + Cost = % Markup on Cost
Markup + Retail = Markup on Retail

LEARNING ACTIVITY K

FBLA Markup Schedule

Item	Cost	Retail	Markup	% Markup on Cost	% Markup on Retail
Candle	$1.25	$1.75	$ .50	40.00$	25.57%
Candy Bar	.29	.50			
Stationery	1.00	1.50			
Flashlight	.75	1.25			
Yearbook Cover	1.00	1.60			
Note Pad	.85	1.25			
Candle	1.95	3.50			
Canned Almond	1.00	1.75			
Memo Board	1.25	1.75			
Christmas Card	1.00	1.25			

OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

L. Percentages--FBLA Chapter Membership

STUDENT PERFORMANCE OBJECTIVE

Given the total membership and number of upper classmen of 20 FBLA chapters in Arizona, the student will find the number of lower classmen, the percent of upper and lower classmen of each chapter, and the average percentages within standards and time determined by the instructor.

INSTRUCTIONS

The student will find the number of lower classmen in each chapter, the percent of upper and lower classmen in each chapter, and the average percentages.

LEARNING ACTIVITY L

Arizona FBLA Chapter Membership

Chapter	Total Members	No. of Upper Classmen	No. of Lower Classmen	% of Upper	% of Lower
Alhambra	33	21			
Bisbee	17	10			
Buena	24	24			
Chandler	21	17			
Coolidge	18	12			
Duncan	9	6			
Globe	45	31			
Independence	68	7			
Kofa	115	75			
Lake Havasu	14	14			
Marana	15	15			
Marcos de Niza	48	37			
Mingus Union	57	57			
Phoenix Union	40	32			
Rincon	34	31			
Sabino	55	41			
Sunnyslope	78	70			
Thunderbird	24	22			
Washington	53	15			
Yuma	25	25			
Average Percentages					

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

A. Addition--FBLA Financial Summary

(Sample)
FBLA Chapter Financial Summary

_______________FBLA Chapter _______________High School

For the Period____________

Chapter Receipts:	Member dues & Fees	$ 10.50
	Chapter Projects	192.00
	Other Fund-Raising Activities	175.51
	Contributions	90.00
	Other Chapter Income:	
	Total	$
Disbursements:	State Leadership Conference Registration	$ 32.00
	FBLA Pins and Awards	15.40
	Student Government	2.00
	Cost of Fund-Raising Items	295.01
	Miscellaneous	5.00
	Total	$ 349.41

TOTAL RECEIPTS	$ 468.01
TOTAL DISBURSEMENTS	$ 349.41
BALANCE ON HAND	$ 118.60

Approved:______________________
FBLA Chapter Treasurer

____
FBLA Chapter Adviser

SOLUTIONS--OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

B. FBLA Dues Record

NAME	Total Pd.	Amt. to Local	Amt. to State	Amt. to Natl.
Teri Allen	$3.00	$.50	$1.00	$1.50
Jim Brown	3.00	.50	1.00	1.50
Lynda Burges	3.00	.50	1.00	1.50
Bonnie Compos	3.00	.50	1.00	1.50
Kathy Craven	3.00	.50	1.00	1.50
Ron Evans	3.00	.50	1.00	1.50
Jack Frost	3.00	.50	1.00	1.50
Gail Gordon	3.00	.50	1.00	1.50
Bill Glass	3.00	.50	1.00	1.50
Judy Humphrey	3.00	.50	1.00	1.50
June Lewis	3.00	.50	1.00	1.50
Dennis Jackson	3.00	.50	1.00	1.50
Diana Johnson	3.00	.50	1.00	1.50
Benjamin Kampe	3.00	.50	1.00	1.50
Marilyn Long	3.00	.50	1.00	1.50
Jim Myers	3.00	.50	1.00	1.50
Ann Norris	3.00	.50	1.00	1.50
Rochelle Peters	3.00	.50	1.00	1.50
Angelea Provo	3.00	.50	1.00	1.50
Steve Reed	3.00	.50	1.00	1.50
Joan Smith	3.00	.50	1.00	1.50
Sara Stevens	3.00	.50	1.00	1.50
Mike Taylor	3.00	.50	1.00	1.50
Frank Urquides	3.00	.50	1.00	1.50
Sherry Vaughn	3.00	.50	1.00	1.50
Totals	75.00	12.50	25.00	37.50

C. Fund Raising Campaign Report

Fund Raising Campaign Report
For Quarter Ending: March 31, 19--

Chapter	January	February	March	Total Contributions
Alhambra	$ 25.00	$ 34.00	$ 10.00	$ 69.00
Bisbee	15.00	15.00	10.00	40.00
Buena	17.00	18.00	16.00	51.00
Chandler	10.00	11.00	15.00	36.00
Coolidge	9.00	8.00	10.00	27.00
Duncan	8.00	8.00	9.00	25.00
Globe	15.00	21.00	20.00	56.00
Independence	26.00	16.00	13.00	55.00
Kofa	14.00	15.50	12.00	41.50
Lake Havasu	7.00	10.00	6.00	23.00
Marana	16.00	12.50	18.00	46.50
Marcos de Niza	25.00	20.00	8.00	53.00
Mingus Union	31.00	10.00	5.00	46.00
Moon Valley	12.00	13.00	10.00	35.00
Phoenix Union	10.00	14.00	7.00	31.00
Rincon	26.50	14.00	24.00	64.50
Sabino	14.00	15.00	17.00	46.00
Sunnyslope	36.00	20.00	15.00	71.00
Thunderbird	16.00	17.00	16.50	49.50
Washington	12.50	32.00	20.00	64.50
Yuma	16.00	12.00	15.00	43.00
TOTALS	$ 361.00	$336.00	$276.50	$ 973.50

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

D. FBLA Candy Sale

FBLA Sales Report for Month Ending April 30, 19--

Member	1st Sale	2nd Sale	Increase or Decrease	Total Sold
Ron Bell	23	21	-2	44
Alice Cain	15	15	0	30
Diane Dancer	44	22	-2	66
Mike Doud	35	33	-2	68
Carla Escher	10	15	+5	25
Rita Ford	4	7	+3	11
Beth Gage	11	16	+5	27
Rhonda Howze	18	15	-3	33
Jim Jones	21	25	+4	46
Paula Lane	4	0	-4	4
Chris Mason	10	10	0	20
Wilma Nash	19	15	-4	34
Robert Poer	5	10	+5	15
Eileen Rada	16	16	0	32
Ken Steelman	19	27	+8	46
TOTALS	254	247	-7	501

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

E. Addition/Multiplication--FBLA Invoices

FBLA Invoices

1) Quantity	Description	Unit Price	Total
250	Almond Chocolate Bars	$.29	$ 72.50
75	Plain Chocolate Bars	.25	13.50
50	M & M's	.27	18.75
		Total	$104.75

2) Quantity	Description	Unit Price	Total
120	Note Cards	$ .95	$114.00
75	Christmas Cards	1.25	93.75
75	Letters in the Round	1.00	75.00
		Total	$282.75

3) Quantity	Description	Unit Price	Total
7	FBLA Blazers	$39.00	$273.00
1	FBLA Banner	49.00	49.00
20	FBLA Pins	2.25	45.00
		Total	$367.00

4) Quantity	Description	Unit Price	Total
45	Pocket Flashlights	$1.25	$ 56.25
45	Pocket Calendars	.95	42.75
45	Personalized Checkbooks	1.50	67.50
		Total	$166.50

5) Quantity	Description	Unit Price	Total
60	Currier & Ives Candles	$1.00	$ 60.00
60	Animal Candles	.75	45.00
60	Christmas Candles	1.00	60.00
		Total	$165.00

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. FBLA Sales

1. EXAMPLE

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/30	2	18	$ 45.00
15	Candles	2.00	10/30	11/15	1	14	28.00
30	Candy Bars	.75	11/16	11/30	0	30	22.50
10	Christmas Cards	1.00	11/30	12/16	0	10	10.00
11	Stationery	1.25	1/8	1/30	5	6	7.50
					Total:	78	$113.00

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

2)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
30	Candles	2.50	9/30	10/30	1	29	$ 72.50
18	Candles	2.00	10/30	11/15	1	17	34.00
25	Candy Bars	.75	11/16	11/30	10	15	11.25
10	Christmas Cards	1.00	11/30	12/16	0	10	10.00
15	Stationery	1.25	1/8	1/30	1	14	17.50
					Total:	85	$145.25

3)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
25	Candles	2.50	9/30	10/29	2	23	$ 57.50
15	Candles	2.00	10/30	11/2	0	15	30.00
20	Candy Bars	.75	11/16	11/30	1	19	14.25
10	Christmas Cards	1.00	11/30	12/14	0	10	10.00
15	Stationery	1.25	1/8	1/30	1	14	17.50
					Total:	81	$129.25

4)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/28	2	13	$ 32.50
10	Candles	2.00	10/30	11/15	2	8	16.00
20	Candy Bars	.75	11/16	11/28	5	15	11.25
10	Christmas Cards	1.00	11/30	12/15	3	7	7.00
10	Stationery	1.25	1/8	1/30	1	9	11.25
					Total:	52	$ 78.00

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

5)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/30	1	4	$ 10.00
5	Candles	2.00	10/30	11/15	0	5	10.00
10	Candy Bars	.75	11/16	11/30	1	9	6.75
10	Christmas Cards	1.00	11/30	12/14	0	10	10.00
5	Stationery	1.25	1/8	1/30	1	4	5.00
					Total:	32	$ 41.75

6)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/29	2	8	$ 20.00
10	Candles	2.00	10/30	11/15	1	9	18.00
10	Candy Bars	.75	11/16	11/28	2	8	6.00
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
10	Stationery	1.25	1/8	1/30	0	10	12.50
					Total:	44	$ 65.50

7)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/20	0	5	$ 12.50
5	Candles	2.00	10.30	11/12	0	5	10.00
5	Candy Bars	.75	11/16	11/22	1	4	3.00
10	Christmas Cards	1.00	11/30	12/2	0	10	10.00
5	Stationery	1.25	1/8	1/30	2	3	3.75
					Total:	27	$ 39.25

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

8)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10.30	3	7	$ 17.50
15	Candles	2.00	10/30	11/15	7	8	16.00
10	Candy Bars	.75	11/16	11/30	5	5	3.75
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
20	Stationery	1.25	1/8	1/30	10	10	12.50
					Total:	39	$ 58.75

9)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/20	0	5	$ 12.50
10	Candles	2.00	10/30	11/15	1	9	18.00
10	Candy Bars	.75	11/16	11/30	1	9	6.75
10	Christmas Cards	1.00	11/30	12/5	0	10	10.00
5	Stationery	1.25	1/8	1/30	0	5	6.25
					Total:	38	$ 53.50

10)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/25	1	14	$ 35.00
15	Candles	2.00	10/30	11/15	1	14	28.00
15	Candy Bars	.75	11/16	11/30	3	12	9.00
10	Christmas Cards	1.00	11/30	12/15	4	6	6.00
10	Stationery	1.25	1/8	1/30	2	8	10.00
					Total:	54	$ 88.00

SOLUTIONS--OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

11)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/30	10	10	$ 25.00
20	Candles	2.00	10/30	11/15	10	10	20.00
15	Candy Bars	.75	11/16	11/30	5	10	7.50
10	Christmas Cards	1.00	11/30	12/15	2	8	8.00
10	Stationery	1.25	1/8	1/30	2	8	10.00
					Total:	46	$ 70.50

12)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	8	2	$ 5.00
10	Candles	2.00	10/30	11/15	8	2	4.00
10	Candy Bars	.75	11/16	11/30	5	5	3.75
10	Christmas Cards	1.00	11/30	12/15	2	8	8.00
5	Stationery	1.25	1/8	1/30	1	4	5.00
					Total:	21	$ 25.75

13)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	3	7	$ 17.50
10	Candles	2.00	10/30	11/15	2	8	16.00
10	Candy Bars	.75	11/16	11/30	4	6	4.50
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
10	Stationery	1.25	1/8	1/30	3	7	8.75
					Total:	37	$ 55.75

SOLUTIONS--OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

14)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	1	9	$ 22.50
15	Candles	2.00	10/30	11/15	2	13	26.00
10	Candy Bars	.75	11/16	11/30	1	9	6.75
10	Christmas Cards	1.00	11/30	12/15	0	10	10.00
20	Stationery	1.25	1/8	1/30	0	20	25.00
					Total:	61	$ 90.25

15)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/29	1	19	$ 47.50
10	Candles	2.00	10/30	11/15	3	7	14.00
10	Candy Bars	.75	11/16	11/29	2	8	6.00
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
15	Stationery	1.25	1/8	1/30	3	12	15.00
					Total:	55	$ 91.50

16)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
20	Candles	2.50	9/30	10/20	0	20	$ 50.00
20	Candles	2.00	10/30	11/13	0	20	40.00
20	Candy Bars	.75	11/16	11/20	0	20	15.00
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
20	Stationery	1.25	1/8	1/30	0	20	25.00
					Total:	89	$139.00

SOLUTIONS--OFFICE PROCEDURES
ADDING AND CALCULATING MACHINES

F. Addition/Subtraction/Multiplication--FBLA Sales

17)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
15	Candles	2.50	9/30	10/30	2	13	$ 32.50
10	Candles	2.00	10/30	11/15	4	6	12.00
10	Candy Bars	.75	11/16	11/30	1	9	6.75
10	Christmas Cards	1.00	11/30	12/15	1	9	9.00
15	Stationery	1.25	1/8	1/30	2	13	16.25
					Total:	50	$ 76.50

18)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
5	Candles	2.50	9/30	10/12	0	5	$ 12.50
5	Candles	2.00	10/30	11/12	0	5	10.00
10	Candy Bars	.75	11/16	11/20	0	10	7.50
10	Christmas Cards	1.00	11/30	12/8	0	10	10.00
15	Stationery	1.25	1/8	1/15	0	15	18.75
					Total:	45	$ 58.75

19)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/29	2	8	$ 20.00
10	Candles	2.00	10/30	11/15	1	9	18.00
5	Candy Bars	.75	11/16	11/20	0	5	3.75
10	Christmas Cards	1.00	11/30	12/15	2	8	8.00
10	Stationery	1.25	1/8	1/30	1	9	11.25
					Total:	39	$ 61.00

SOLUTIONS -- OFFICE PROCEDURES

ADDING AND CALCULATING MACHINES

F. FBLA Sales

20)

QTY	DESCRIPTION	SELLING COST	DATE CKD OUT	DATE RET'D	NO. ITEMS RET'D	NO. ITEMS SOLD	DOLLAR AMT. OF SALES
10	Candles	2.50	9/30	10/30	2	8	$ 20.00
10	Candles	2.00	10/30	11/15	3	7	14.00
5	Candy Bars	.75	11/16	11/28	0	5	3.75
10	Christmas Cards	1.00	11/30	12/15	2	8	8.00
5	Stationery	1.25	1/8	1/25	0	5	6.25
					Total:	33	$ 52.00

G. ORDER FORM

QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE
125	Each	Animal Candles	$ 1.00	$125.00
250	Each	Hershey Bars	.29	72.50
3.5	Cases	Bubble Gum (20 boxes/case)	2.50 box	175.00
150	Boxes	Stationery	.75	112.50
70	Each	"Dumb Things" Notepads	.755	52.85
52	Boxes	Christmas Cards	.93	48.36
25	Each	Pocket Flashlights	1.22	30.50
3	Cases	Candles (20/case)	14.50	43.50
3	Cases	Candles (20/case)	.75 candle	45.00
75	Cans	Almonds	1.05	78.75
10	Boxes	Personalized Christmas Cards	3.25	32.50
6	Cases	Light Bulbs	10.00	60.00
100	Bags	Peanuts in Shell	.15	15.00
100	Each	Yearbook Plastic Covers	.725	72.50
20	Boxes	Mints	.63	12.60
17	Each	FBLA Pins	2.25	38.25
4	Each	FBLA Blazers	39.00	156.00
1	Each	FBLA Banner	49.00	49.00
6	Sheets	FBLA Decals	.75	4.50

ADDING AND CALCULATING MACHINES

H. National Dues Record

School	Number of Members	Natl. Dues
Alhambra High School, Phoenix	33	$ 49.50
Buena High School, Sierra Vista	24	36.00
Kofa High School, Yuma	115	172.50
Lake Havasu High School, Lake Havasu City	14	21.00
Marana High School, Marana	15	22.50
Mingus Union High School, Cottonwood	57	85.50
Phoenix Union High School, Phoenix	40	60.00
Sabino High School, Tucson	55	82.50
Thunderbird High School, Glendale	24	36.00
Washington High School, Phoenix	53	79.50
Yuma High School, Yuma	25	37.50

I. Profit on Candy Sale

FBLA Sales Record

Member	Candy Bars Sold	Profit
Mary Jones	10	$ 2.10
Jane Russel	21	4.41
Sally Smith	17	3.57
Bill Stevens	7	1.47
John Soto	32	6.72
Beth Thomas	24	5.04
Martha Trigger	12	2.52
Laurie Tump	45	9.45
Alex Unverzagt	5	1.05
David Zimmer	14	2.94
Total Profit		$ 39.27

ADDING AND CALCULATING MACHINES

J. FBLA Sales Report

FBLA Sales Report for Month Ended March 31, 19--

Salesman	Net Sales	Commission Rate	Money Earned
Teri Allen	$ 42.50	15%	$ 6.38
Jim Brown	22.25	15%	3.34
Lynda Burges	34.50	15%	5.18
Bonnie Campos	41.44	15%	6.22
Kathy Craven	15.69	15%	2.35
Ron Evans	35.50	15%	5.33
Jack Frost	65.75	15%	9.86
Gail Gordon	50.50	15%	7.58
Bill Glass	33.54	15%	5.03
Judy Humphrey	25.00	15%	3.75
June Lewis	42.75	15%	6.41
Dennis Jackson	10.50	15%	1.58
Diana Johnson	22.50	15%	3.38
Benjamin Kampe	33.45	15%	5.02
Marilyn Long	25.00	15%	3.75
Jim Myers	18.75	15%	2.81
Ann Norris	14.50	15%	2.18
Rochelle Peters	27.00	15%	4.05
Angela Provo	41.50	15%	6.23
Steve Reed	27.00	15%	4.05

K. FBLA Mark-up Schedule

FBLA Markup Schedule

Item	Cost	Retail	Markup	% Markup on Cost	% Markup on Retail
Candle	$1.25	$1.75	$ .50	40.00%	25.57%
Candy Bar	.29	.50	.21	72.41%	42.00%
Stationery	1.00	1.50	.50	50.00%	33.33%
Flashlight	.75	1.25	.50	66.67%	40.00%
Yearbook Cover	1.00	1.60	.60	60.00%	37.50%
Note Pad	.85	1.25	.40	47.06%	32.00%
Candle	1.95	3.50	1.55	79.49%	44.29%
Canned Almond	1.00	1.75	.75	75.00%	42.86%
Memo Board	1.25	1.75	.50	40.00%	28.57%
Christmas Card	1.00	1.25	.25	25.00%	20.00%

ADDING AND CALCULATING MACHINES

L. FBLA Chapter Membership

Arizona FBLA Chapter Membership

Chapter	Total Members	No. of Upper Classmen	No. of Lower Classmen	% of Upper	% of Lower
Alhambra	33	21	12	64%	36%
Bisbee	17	10	7	59%	41%
Buena	24	24	0	100%	0
Chandler	21	17	4	81%	19%
Coolidge	18	12	6	67%	33%
Duncan	9	6	3	67%	33%
Globe	45	31	14	69%	31%
Independence	68	7	61	10%	90%
Kofa	115	75	40	65%	35%
Lake Havasu	14	14	0	100%	0
Marana	15	15	0	100%	0
Marcos de Niza	48	37	11	77%	23%
Mingus Union	57	57	0	100%	0
Phoenix Union	40	32	8	80%	20%
Rincon	34	31	3	91%	9%
Sabino	55	41	14	75%	25%
Sunnyslope	78	70	8	89%	11%
Thunderbird	24	22	2	91%	9%
Washington	53	15	38	28%	71%
Yuma	25	25	0	100%	0
Average Percentages				76%	24%

OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

A. Alphabetic File of Chapter Members

STUDENT PERFORMANCE OBJECTIVE

Given 3 x 5 cards, the student will type the name, address, and phone number of each FBLA chapter member in correct index order and alphabetize the cards within standards and time to be determined by the instructor.

INSTRUCTIONS

The student will type the name, address, and phone number of each FBLA member in the chapter on a 3 x 5 card in the correct index order. Arrange all cards in alphabetic order.

LEARNING ACTIVITY A

Alphabetize cards containing names of each FBLA chapter member.

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities

STUDENT PERFORMANCE OBJECTIVE

Given a list of suggested activities for chapters of FBLA, the student will type and file 3 x 5 cards by subject within standards and time determined by the instructor.

INSTRUCTIONS

Using the list of suggested activities, type on each 3 x 5 card an activity. File by subject.

LEARNING ACTIVITY B

Suggested Activities

SELF-IMPROVEMENT

1. "Good Citizenship" project
2. "School Improvement" project
3. Parliamentary procedure study
4. Open forums
5. Debates
6. State Delegate Assembly attendance
7. State Leadership Conference attendance
8. National Leadership Conference attendance
9. State legislature visit
10. Banquet for parents
11. Banquet for Employer-Employees
12. Picnics
13. Dances
14. Hayrides
15. Cookouts
16. Skating parties
17. Entertainment for future members
18. Talent night
19. Chapter meetings
20. Participation of active members
21. Chapter newsletter
22. Chapter handbook
23. Followup of former members
24. Chapter workshop
25. Official ceremonies used
26. Membership drive
27. Mixer for students and their parents

OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities (2)

28. Spring picnic
29. Scholarship establishment
30. Major league athletic event attendance
31. Trip to another city
32. Parliamentary procedures event team development

COMMUNITY UNDERSTANDING

1. Clean-up, paint-up project
2. Needy family project
3. "Get-out-the-vote" project
4. Faculty recognition
5. Ushering at various events
6. Assist other school groups in activities
7. Educational exhibits
8. Faculty fetes
9. Assembly programs
10. Radio and TV programs
11. Open house to show classroom activities
12. Community fund drive assistance
13. Auditorium program for entire student body on trades and industry and office education
14. Usher at graduation
15. Demonstration of regular chapter meeting at open house
16. Presentation of honorary membership to members of local industry and business
17. Presentation of associate membership to Principal during auditorium program
18. Welcome new teachers
19. Help new teachers
20. Act as guides at PTA and Parent's night
21. Develop a stay-in-school program
22. Thanksgiving charity drive
23. Christmas charity drive
24. Baby sitting service for special projects associated with school functions

SAFETY AND HEALTH

1. Safety campaigns sponsorship
2. School safety programs sponsorship
3. Safety posters display
4. National Safety Week participation
5. Safe driving campaign sponsorship
6. Yearly safety slogan contest sponsorship
7. Safety bulletin board
8. Safety films at school-wide assembly
9. Health films to school student body

OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities (3)

10. Safety improvements program in school
11. Poison control list for home reference development and distribution throughout the community
12. Seasonal safety campaigns sponsorship
13. Home fire safety check list development and distribution
14. Voluntary vehicle safety check lane for school sponsorship
15. Youth manual for highway safety and pedestrian safety promotion
16. School-wide shop and job safety program development
17. Clean-up week sponsorship
18. Comical safety rules use

STUDENT RECRUITMENT

1. Entertain prospective members
2. Officers speak at assemblies
3. Members "talk-up" program
4. Get-acquainted social
5. Participation in school assemblies
6. Awards cabinet, photo panel and trophy case maintained
7. Programs on the school PA system
8. Radio and TV presentations
9. Local officers present brainstorming sessions
10. Announcements of trips to be taken
11. Films of state meetings showing
12. Vocational week sponsorship
13. Chapter calendar
14. Posters in hall
15. Chapter news in school paper
16. Open house and invite others
17. Outstanding chapter members speak to junior high students
18. Programs and projects sponsorship
19. Gain and maintain a respectable reputation
20. Summer programs to help keep prospective members interested
21. Local chapter newspaper sponsorship
22. Chapter officers to talk to class groups

VOCATIONAL YOUTH COOPERATION

1. Other chapter visitation
2. Former member followup
3. Chapter dance including graduates from previous years
4. New chapter organization
5. Participation with other organizations
6. Joint meetings with other chapters
7. Invite other student organizations to a dance
8. Sponsor inter-chapter activities
9. Improve relationships of chapter with school and students
10. Encourage special events between clubs in your school

OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities (4)

11. Inter-club athletic events
12. Joint sunrise breakfast
13. Exchange speakers among clubs

PUBLIC RELATIONS

1. Employer-Employee Banquet
2. News articles in local papers
3. Homecoming float
4. National Education Week display
5. Radio program describing the purposes and activities of the chapter and the training program
6. County fair display
7. Chapter awards display
8. Announcements of trips
9. Speakers bureau development
10. Speak to service organization
11. Usher at civic events
12. News articles about local sponsors
13. Publish articles on student of the week
14. Students appear on TV
15. Wear blazers to school functions

CAREER DEVELOPMENT

1. Industrial and business establishments visits
2. Labor union halls visits
3. Guest speakers
4. Open forums
5. Debates
6. Career development movies
7. Occupational library establishment
8. "Careers in Industry Program"
9. "Careers in Business Program"
10. Career day or week sponsorship
11. Program occupational information tapes

FUND RAISING

1. Concessions
2. Greeting card sales
3. Rummage sale
4. Fashion show
5. Booth at carnival
6. School supplies sale
7. Dance
8. Raffle cakes and turkeys
9. Homecoming mum sale
10. Car wash and wax
11. White elephant sale
12. Used automobile raffle
13. Chapter to aid local business annual inventory
14. Hand cream and spray net sale
15. Cakes and pies sale
16. Bazaar
17. Cookie sale
18. Light bulb sale
19. Magazine sale
20. Ice cream party
21. Pennants at game sale
22. Talent show
23. Balloon sale

OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

C. Geographic File of Schools Within State Divisions

STUDENT PERFORMANCE OBJECTIVE

Given the major FBLA state divisions (districts, regions) with the high schools who have FBLA chapters in each division, the student will prepare a geographic file within standards and time to be determined by the instructor.

INSTRUCTIONS

Using a list of the state divisions and the high schools with FBLA chapters in each, prepare a geographic file.

LEARNING ACTIVITY C

Geographic list, divided by state divisions, of schools who have FBLA chapters.

SOLUTIONS--OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities

CAREER DEVELOPMENT	COMMUNITY UNDERSTANDING		FUND RAISING	
10	20	4	23	9
6	9	3	16	20
9	6	19	5	18
8	13	2	15	19
5	24	11	10	21
3	23	17	13	8
1	1	16	1	3
2	12	10	17	6
7	15	22	7	22
4	21	14	4	12
11	7	5	2	11
	8	18	14	

PUBLIC RELATIONS	SAFETY AND HEALTH	SELF-IMPROVEMENT	
8	17	11	8
7	18	10	25
6	9	22	4
1	13	19	3
3	4	21	32
4	11	24	20
2	5	15	12
12	7	13	29
13	1	5	2
5	8	17	16
10	10	23	28
9	3	1	6
14	2	14	7
11	16	30	9
15	12	26	18
	14	27	31
	6		
	15		

SOLUTIONS--OFFICE PROCEDURES

FILING AND RECORDS MANAGEMENT

B. Subject File of FBLA Activities (2)

STUDENT RECRUITMENT	VOCATIONAL YOUTH COOPERATION
10	3
6	10
13	13
15	2
22	9
1	11
11	7
19	6
4	12
21	4
9	1
3	5
2	8
16	
17	
5	
14	
18	
7	
8	
20	
12	

OFFICE PROCEDURES

MAILING PROCEDURES

A. Classes of Mail

STUDENT PERFORMANCE OBJECTIVE

Given FBLA materials to be mailed, the student will illustrate on a bulletin board the class of mail appropriate for each item within standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare a bulletin board using FBLA materials and identify the appropriate class of mail for each item used.

LEARNING ACTIVITY A

Bulletin board items may include: invitational letter to join FBLA, FBLA/VOCA Chapter Officer Handbook, "Tomorrow's Business Leader," and a box containing a money-making item (candy, stationery, or candles).

OFFICE PROCEDURES

MAILING PROCEDURES

B. Rules for Automatic Sorting

STUDENT PERFORMANCE OBJECTIVE

Given new rules for addressing mail for automatic sorting, the student will prepare a bulletin board display illustrating the previous procedure and the new procedure for No. 10 and No. 6 envelopes, using FBLA addresses, within standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare a bulletin board illustrating previous and new procedures for addressing mail for automatic sorting using your National and State FBLA chapter addresses for a No. 10 and No. 6 envelope.

LEARNING ACTIVITY B

The United States Postal Service is sorting mail by using an automatic scanning device (computer) with more and more frequency. Eventually (target date, 1984) the postal service expects to have all mail (in No. 10 and No. 6 envelopes) read, coded, sorted, and cancelled automatically at regional "sorting stations" where mail will be processed at the rate of 30,000 letters per hour. (The United States Postal Service estimates the automatic sorting of mail will save 23,000 employee years per year!)

If automatic sorting is to work efficiently, business firms must prepare all mail in a format that the automatic equipment can "read." Here are the guidelines suggested by the United States Postal Service that we as business teachers should be teaching our students:

1. Type all envelope addresses in the blocked format (even left margin) and in the area on the envelope that the scanner is programmed to "read."

    No. 10 Envelope--Type the address 12 lines (two inches) from the top of the envelope, and four inches (48 spaces elite type, 40 spaces pica type) from the left edge of the envelope.

    No. 6 Envelope--Type the address 12 lines (two inches) from the top of the envelope and 25 spaces (pica type) or 30 spaces (elite type) from the left edge of the envelope.

2. Capitalize everything in the address.

B. Rules for Automatic Sorting (2)

3. Eliminate all punctuation in the address.
4. Use the standard two-letter state code instead of the spelled out name of the state.
5. The last line of the address must contain the city, state code, and Zip Code, and it must not exceed 22 digits. The digits should be distributed so they will not exceed the following limits:

Allowance for city name	13
Space between city name and state code	1
Allowance for state code	2
Space between state code and Zip code	1
Allowance for Zip Code	5
	22

**If a city name contains more than 13 digits, you must use the approved code for that city as shown in the "Abbreviations Section" of the National Zip Code Directory (or in Customer Service Publication 59)--both are available from the United States Postal Service.

Here is a comparison of addresses typed according to the previous addressing procedure and the same address typed according to the procedures explained in the preceding guidelines.

Previous Procedure	New Procedure
Mr. T. L. Craft	MR T L CRAFT
4574 Wilshire Boulevard	4574 WILSHIRE BOULEVARD
Los Angeles, CA 90013	LOS ANGELES CA 90013
Howard L. Turner, M. D.	HOWARD L TURNER MD
P. O. Box 137	PO BOX 137
Albany, NY 12210	ALBANY NY 12210
Mr. Howard T. Benton	MR HOWARD T BENTON
4112 East 103rd Street	4112 EAST 103 STREET
Tulsa, OK 74128	TULSA OK 74128

OFFICE PROCEDURES

MAILING PROCEDURES

C. Zip Codes

STUDENT PERFORMANCE OBJECTIVE

Given a list of addresses of 10 FBLA presidents or PBL chapters from various areas and the zip code directory, the student will find the zip code and correctly place the address on the envelope within standards and time to be determined by the instructor.

INSTRUCTIONS

Using the list of FBLA presidents or PBL chapters, locate the zip codes from the zip code directory and type or write the address, using correct placement, on an envelope or a sheet of paper cut to envelope size. Be sure to use proper area abbreviations.

LEARNING ACTIVITY C

1. Jones Hooks, Metter High School, Metter, Georgia
2. John Wiles, Coolidge High School Coolidge, Arizona
3. Judy Gettings, John Bassett Moore High School, Smyrna, Delaware
4. Karen Engleman, Corydon Central High School, Corydon, Indiana
5. John Beisner, Sacred Heart High School, Salina, Kansas
6. Dale Scheiern, Belding High School, Belding, Michigan
7. Karen Rotenbery, Coffeeville High School, Coffeeville, Mississippi
8. Debbie Kelly, Herbert Hoover High School, Clendenin, West Virginia
9. James Drengler, Shawano High School, Shawano, Wisconsin
10. Nelida de Jesus, Naguabo High School, Naguabo, Puerto rico

OFFICE PROCEDURES

MAILING PROCEDURES

D. Methods of Mailing

STUDENT PERFORMANCE OBJECTIVE

Given a list of materials, the student will determine the best method of mailing within standards and time to be determined by the instructor.

INSTRUCTIONS

Indicate the best method of mailing the items. Weight, content, distance, time, and type must be considered.

LEARNING ACTIVITY D

1. Return to an officially approved fund-raising supplier a 15 pound box of damaged items that were to be sold at an FBLA fund raising.
2. Send a completed order form to Connecticut for 20 dozen items for an FBLA sale that is scheduled in one month.
3. Send a box of charms weighing 8 oz. to El Paso, Texas, for engraving.
4. Send an FBLA Handbook to a high school in another state.
5. As the president of FBLA, send letters about an important meeting to members throughout the United States.
6. Return FBLA slide presentation to your State FBLA Adviser or another Chapter in your state.

OFFICE PROCEDURES

MAILING PROCEDURES

E. Preparation for Mailing

STUDENT PERFORMANCE OBJECTIVE

Given a box containing an FBLA jacket, the student will wrap, weigh, and label the package to return to the supplier within standards and time to be determined by the instructor.

INSTRUCTIONS

Wrap, weigh, and label a box containing an FBLA jacket to be returned to the supplier.

LEARNING ACTIVITY E

Address: Balfour Supply Company
11722 Parkland Drive
Rockville, MD 20852

SOLUTIONS--OFFICE PROCEDURES

MAILING PROCEDURES

A. Classes of Mail

Letter - First Class
Newsletter - Second Class
Handbook - Third Class
Box - Fourth Class

B. Rules for Automatic Sorting

Previous Procedure	New Procedure
Mr. Frank M. Peele FBLA/PBL Executive Director Business Education Service Richmond, VA 23200	MR F M PEELE FBLA PBL EXECUTIVE DIRECTOR BUSINESS EDUCATION SERVICE RICHMOND VA 23200
Executive Director FBLA-Phi Beta Lambda, Inc. P. O. Box 17417-Dulles Washington, DC 20041	EXECUTIVE DIRECTOR FBLA PHI BETA LAMBDA INC PO BOX 17417 DULLES WASHINGTON DC 20041

D. Methods of Mailing

1. Fourth Class
2. First Class
3. First Class--Special Handling--Registered
4. Fourth Class--education materials
5. First Class
6. Fourth Class--educational materials

OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

A. FBLA Models

STUDENT PERFORMANCE OBJECTIVE

Given an assignment to prepare a master with drawings, typing, and color along with an evaluation check sheet consisting of 20 items, the student will prepare master and run copies within standards and time to be determined by the instructor.

INSTRUCTIONS

Type the FBLA Pledge on a colored master. Draw a border or design around the pledge in a second color. Trace the FBLA Emblem using color. Any neat, attractive arrangement is acceptable.

Prepare a spirit master as directed and run ten copies. Check your work on the student section of the Copy Check Sheet, and the Preparation Check Sheet (see page 3.67 in solutions section). Submit the copy and check sheet to your instructor.

LEARNING ACTIVITY A-1

FBLA Pledge

A-2 Certificate of Appreciation
A-3 Proclamation
A-4 Duties of Officers
A-5 How to Make a Motion
A-6 New FBLA Creed
A-7 Code of Ethics
A-8 Design Cover for Newsletter
A-9 Design own Chapter Letterhead
A-10 Other pages from FBLA Handbook
A-11 FBLA Activities Calendar

OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

B. Check Sheet

STUDENT PERFORMANCE OBJECTIVE

Given an evaluation check sheet consisting of 20 items, the student will prepare a master (stencil or fluid) and run copies within standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare an evaluation check sheet to be used in checking your work for either stencil or fluid master. Run copies; check your work on the student section of the Copy Check Sheet, and the Preparation Check Sheet (see page 67 in Solutions section). Submit the copy and check sheet to your instructor.

LEARNING ACTIVITY B

Samples in Solutions section.

OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

C. Metric Tables

STUDENT PERFORMANCE OBJECTIVE

Given the conversion tables for the metric system, the student will prepare a master on an appropriate size and run copies within standards and time to be determined by the instructor.

INSTRUCTIONS

The student is encouraged to use imagination and creativity in preparing tables on an appropriate size that may be either inserted in a loose-leaf notebook or pasted in the cover of a notebook for ready reference. Copies of these may be distributed to FBLA members to be used in solving problems involving metric for arithmetic events.

LEARNING ACTIVITY C
(Cross Reference to Basic Business)
METRIC MEASURES OF WEIGHT AND UNITED STATES EQUIVALENTS

---

1 milligram (mg) = 0.0154 grain
10 milligrams (mg) = 1 centigram (cg) = 0.1543 grain
10 centigrams (cg) = 1 decigram (dg) = 1.5432 grains
10 decigrams (dg) = 1 gram (g) = 0.0353 ounce
10 grams (g) = 1 dekagram (dag) = 0.3527 ounce
10 dekagrams (dag) = 1 hectogram (hg) = 3.5274 ounces
10 hectograms (hg) = 1 kilogram (kg) = 2.2046 pounds
1,000 kilograms (kg) = 1 metric ton (MT or t) = 1.1023 tons

C. Metric Tables (2)

METRIC UNITS OF LENGTH

Unit	Symbol	Equivalent in Meters
millimeter	mm	0.001 m (one-thousandth meter)
centimeter	cm	0.01 m (one-hundredth meter)
decimeter	dm	0.1 m (one-tenth meter)
meter	m	1.0 m (one meter)
dekameter	dam	10.0 m (ten meters)
hectometer	hm	100.0 m (one hundred meters)
kilometer	km	1,000.0 m (one thousand meters)

Note: The terms decimeter, dekameter, and hectometer are seldom used.

METRIC MEASURES OF LENGTH AND UNITED STATES EQUIVALENTS

1 millimeter (mm) = 0.0394 inch
10 millimeters (mm) = 1 centimeter (cm) = 0.3937 inch
10 centimeters (cm) = 1 decimeter (dm) = 3.9370 inches
10 decimeters (dm) = 1 meter (m) = 39.3701 inches
10 meters (m) = 1 dekameter (dam) = 32.8084 feet
10 dekameters (dam) = 1 hectometer (hm) = 328.0840 feet
10 hectometers (hm) = 1 kilometer (km) = 0.6214 mile

METRIC MEASUREMENTS OF CAPACITY AND UNITED STATES EQUIVALENTS

1 milliliter (ml) = 0.0338 fluidounce
10 milliliters (ml) = 1 centiliter (cl) = 0.3381 fluidounce
10 centiliters (cl) = 1 deciliter (dl) = 0.2113 pint
10 deciliters (dl) = 1 liter (l) = 1.0567 quarts
10 liters (l) = 1 dekaliter (dal) = 2.6418 gallons
10 dekaliters (dal) = 1 hectoliter (hl) = 26.4180 gallons
10 hectoliters (hl) = 1 kiloliter (kl) = 264.1799 gallons

1 m = 10 dm = 100 cm = 1,000 mm

1,000 mm = 1.000 m

1 mm = .1 cm = .01 dm = .001 m

1 km = 10 hm = 100 dam = 1,000 m = 10,000 dm = 100,000 cm = 1,000,000 mm

OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

D. Two-Color Duplicating

STUDENT PERFORMANCE OBJECTIVE

Given a two-color stenciling problem to be run on 8 1/2 x 11" paper, along with an evaluation check sheet consisting of 20 items, the student will prepare the master and run copies within standards and time to be determined by the instructor.

INSTRUCTIONS

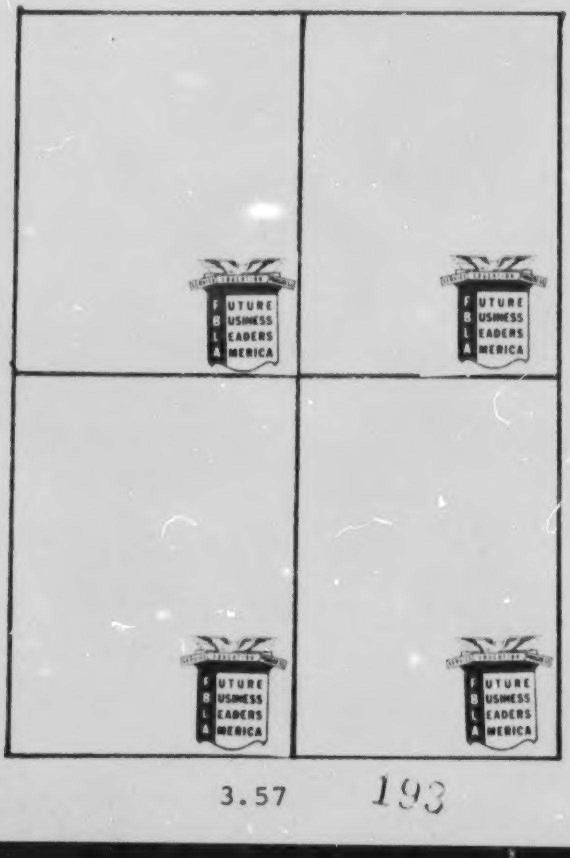
Use creativity and imagination to prepare note-size stationery for four instructors, administrators, school board members, school personnel, guest speakers, businessmen or other persons the FBLA chapter might wish to honor.

An 8 1/2 x 11" sheet of paper will make four note pads. Be creative with the design. Select drawings appropriate to the person who will use the note pad. Evaluate work using check sheet.

LEARNING ACTIVITY D-1

Learning
Activity D-2

Two-Color
Folded
Invitation



OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

E. Two-Color Duplicating--Odd Size Paper

STUDENT PERFORMANCE OBJECTIVE

Given a two-color stenciling problem to be run on odd-size paper, along with an evaluaiton check sheet consisting of 20 items, the student will prepare the master and run copies within standards and time to be determined by the instructor.

INSTRUCTIONS

Design and print greeting cards (Christmas cards, Easter cards, Valentine cards, etc.) on odd-size paper with at least two colors. Be creative and original in the design. As a civic project, the FBLA chapter might send Christmas cards to local hospitals, rest homes, invalids, local businesspersons and others. The FBLA emblem should be displayed on all cards. The chapter may wish to take orders and sell the cards.

LEARNING ACTIVITY

OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

F. Copier Controls

STUDENT PERFORMANCE OBJECTIVE

Given a copy of FBLA correspondence, along with an evaluation check sheet, the student will be able to use proper copier controls to produce 5 copies within standards and time to be determined by the instructor.

INSTRUCTIONS

Select FBLA correspondence to be copied. It might be a letter that has been received by the FBLA Chapter or a letter that is to be mailed to the state chairperson. Set copier for desired number of copies. Print and remove original and copy. Turn in the five copies and check sheet for evaluation.

LEARNING ACTIVITY F

Copier Check Sheet

	STUDENT		INSTRUCTOR	
	Yes	No	Yes	No
1. Original in proper position?				
2. Desired number of copies selected?				
3. Proper size selected (if needed)?				
4. Copies clear and legible?				
5. Light/dark control checked?				
6. Proper print/start switch?				
7. Original removed?				
8. Copies removed?				
9. Copier controls in proper off position?				
10. Work area left orderly?				

G. Selected Duplicating Problems

STUDENT PERFORMANCE OBJECTIVE

Given 6 problems with facts on copy utilization, the student will indicate which duplicator should be used according to predetermined standards within time to be determined by the instructor.

INSTRUCTIONS

Below are six duplicating jobs. Decide which duplicator should be used for each job. Reasons for the answers should be given.

LEARNING ACTIVITY G

1. The FBLA Chapter is holding an appreciation banquet. Programs must be run for 200 members and guests. The highest quality of print is desired. A picture of the winners of events at the state conference will be on the cover. What method of duplication should be used?

2. A letter of congratulations was received from the superintendent for the fine performance of the FBLA students at the State Leadership Conference. A copy is needed for the scrapbook, the chapter activities report, and the files. What method of duplication should be used?

3. A memo must be distributed to all chapter members informing them of a special meeting. There are 23 members in the chapter. What type of duplicator should be used?

G. Selected Duplicating Problems (2)

4. The FBLA chapter has been asked to conduct a survey of all state FBLA advisers. The copy should be easily read, but the highest quality printing is not vital. There are 100 advisers in the state. What type of duplicator should be used?

5. Your FBLA chapter has compiled the results of a community survey which it wishes to have printed and distributed to other FBLA chapters. The chapter desires the highest quality of printing; hardback 8 1/2 x 4 1/4 cover with FBLA design reduced to proper proportion for cover; 52 pages back and front; and 125 copies are needed. Not utilizing the above 4, what is the most professional way to have the booklet printed?

6. Your FBLA chapter wishes to send out an original form letter to former graduates asking what FBLA has meant to them in relation to what they are now doing? Which would be the cheapest and preferred method if your school has all duplicating facilities available?

SERVICE EDUCATION PROGRESS

FUTURE
BUSINESS
LEADERS
AMERICA

FBLA PLEDGE

I solemnly promise to uphold the aims and responsibilities of the Future Business Leaders of America and, as an active member, I shall strive to develop the qualities necessary in becoming a responsible business leader.

SERVICE EDUCATION PROGRESS

FUTURE
BUSINESS
LEADERS
AMERICA

FUTURE BUSINESS LEADERS OF AMERICA

Certificate of Appreciation

is hereby recognized by Future Business Leaders of America as having contributed guidance, inspiration and support to our program of youth activity. We appreciate your faith in FBLA and your encouragement and efforts in this educational program in behalf of the youth of this community.

School Official	*Chapter President*
Date of Presentation 199	*Chapter Advisor*

SOLUTIONS--REPROGRAPHICS/DUPLICATING

Activity A3-A7: Refer to Handbook

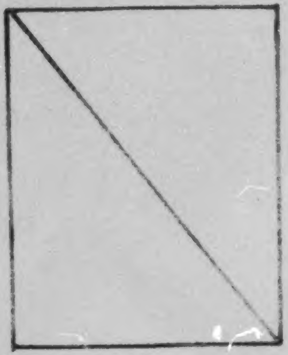
Activity A8-A10: No Solution

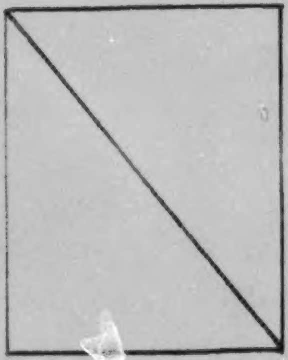
Activity A-11

1	2 JEWISH NEW YEAR	3	4	5	6	7
8	9 COLUMBUS DAY	10	11 YOM KIPPUR	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		

OCTOBER

Activity D-2





SERVICE EDUCATION PROGRESS

FUTURE
BUSINESS
LEADERS
AMERICA

SOLUTIONS--OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

G. Selected Duplicating Problems

1. Answer: Offset. Why? The offset produces the highest quality of print. The photograph of the winners will be much clearer when printed on offset.
2. Answer: Copier. Why? When a small number of copies is needed, a copier is more economical. It is also the fastest method to use.
3. Answer: Spirit duplicator. Why? Spirit duplication is a fast, economical method to use when appearance and high quality are not important.
4. Answer: Mimeograph. Why? The copy is going to be mailed. Therefore, spirit duplication would not be the most attractive. It does not have to be highest quality, and no halftones or photographs are going to be reproduced. The stencil would be the most economical way of duplication for this information.
5. Answer: Local printer. Why? Offset is eliminated in the above; reduction of FBLA emblem is needed; typeset and high quality for cover; therefore, printing facilities would provide the most professional way.
6. Answer: Word processing machine. Why? An original copy of each letter is required.

SOLUTIONS--OFFICE PROCEDURES

REPROGRAPHICS/DUPLICATING

May be used for Activities A-E and adapted to duplicating process selected by the teacher.

Preparation Check Sheet

	STUDENT		INSTRUCTOR	
	Yes	No	Yes	No
1. Typewriter set on stencil?				
2. Proper pressure set on typewriter?				
3. Stencil pack assembled properly?				
4. Stencil properly attached to duplicator?				
5. Errors neatly corrected?				
6. Stencil properly removed from duplicator?				
7. Stencil placed in folder for storage?				
8. Duplicator cleaned?				
9. Duplicator turned off?				
10. Duplicator covered?				

Copy Check Sheet

	STUDENT		INSTRUCTOR	
	Yes	No	Yes	No
1. Error corrections neat?				
2. Copy vertically centered?				
3. Copy horizontally centered?				
4. Type crisp and clear?				
5. Copy clean and smudge free?				
6. Colors bright?				
7. Copy finished in allotted time?				
8. Additional creative design?				
9. Designs positioned correctly?				
10. Drawings sharp?				

OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

A. Memo to FBLA Advisers

STUDENT PERFORMANCE OBJECTIVE

Given a memo to FBLA advisers, the student will transcribe the memo within the standards and time to be determined by the instructor.

INSTRUCTIONS

As State Secretary of FBLA, you have been asked by the State FBLA Adviser to transcribe a dictated memo for mailing to local FBLA advisers.

LEARNING ACTIVITY A

Transcribe memo directly from a dictation machine.

WORD PROCESSING AND MACHINE TRANSCRIPTION

B. Letters Relating to Regional Officer's Conference

STUDENT PERFORMANCE OBJECTIVE

Given three letters, the student will transcribe in block style and mixed punctuation from a dictation machine within the standards and time to be determined by the instructor.

INSTRUCTIONS

As secretary of your local FBLA chapter, you have been asked by the president of your organization to transcribe three letters which invite chapters, a guest speaker, and your school superintendent to a Regional FBLA Leadership Conference. The first letter will also have an enclosure dictated. Use block style and mixed punctuation on all letters.

LEARNING ACTIVITY B

Transcribe letters and enclosure directly from a dictation machine.

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SOLUTIONS--OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

A. Memo to FBLA Advisers

Record (or ask the FBLA President to do so) the following FBLA memo for the student to transcribe from a dictation machine: (Note: If an automatic typewriter is available, the following memo may be revised slightly for multiple original copies to local FBLA advisers in your state.)

November 1, 19--

TO: Local FBLA Advisers

FROM: State FBLA Adviser

Ms. Nadine Marcum has been appointed Director for the FBLA State Leadership Conference. A committee of three FBLA chapter advisers has been appointed to assist in planning and conducting the conference: Ms. Rebecca Ann Clayton has been appointed program coordinator; Mr. Eric Howard, event coordinator; and Ms. Doris Robey, registration, meals and room assignments coordinator.

The tentative schedule is for the State Leadership Conference to be held at Parkview High School, 1049 Ninth Street, Little Rock, AR 72234, on March 29-30, (current year). Registration begins at 8:45 a.m. in the Student Center. The first General Session begins at 9:30 a.m. In addition to officer training sessions, a special speaker will give a presentation relating to the "free enterprise system."

Training sessions for chapter officers, committee chairpersons, and advisers will also be held. In addition, special workshops for the members will be held.

Advisers should explain to members the major purpose of the State Leadership Conference which is to give the FBLA members the experience of observing and competing in events. After participating in the State Leadership Conference, the FBLA member is better able to succeed on the national level.

You will receive additional information from the committee once the details for the conference have been finalized. At this point, you will need to mark your calendar for March 29-30, 19--.

SOLUTIONS--OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

B. Letters Relating to Regional Officer's Conference (1)

Record, (or ask the FBLA President to do so) the following FBLA material for the student to transcribe from a dictation machine: (Note: If an automatic typewriter is available, the following letters may be revised slightly for multiple original copies to selected addresses in your state.)

WEST HIGH SCHOOL FBLA
Fayetteville, AR 72701

September 15, 19--

Ms. Mary Ann Rush
FBLA Adviser
Prescott High School
Prescott, AR 71857

Dear Ms. Rush:

Members of the Prescott High School FBLA are invited to attend the Region 30 Officer's Conference of the Future Business Leaders of America which is being hosted this year by West High School, Fayetteville, on October 29, 19--. Registration will be from 8:45 a.m. to 9:20 a.m. and the first General Session will start at 9:30 a.m. in the auditorium.

Lunch will be served in the high school cafeteria at 12:30 p.m. Enclosed is the form for registration and meal reservation. Please complete the form and return to me by October 20, 19--.

We are looking forward to hosting you and your chapter at this conference.

Sincerely,

Sherrie Lynn Swab, President
West High School FBLA

Reference Initials

Enclosure: Registration and Meal Reservation

SOLUTIONS--OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

B. Letters Relating to Regional Officer's Conference (2)

REGISTRATION AND MEAL RESERVATION

Registration will be in the Student Center beginning at 8:45 a.m. Lunch will be served in the school cafeteria at 12:30 p.m. on October 29, 19--. Please complete the following, indicating those who will attend the lunch. Cost of lunch is $2.50, payable in advance. Please enclose your check made payable to West High School FBLA.

School________________________ Phone____________

Address____

NAMES	Lunch (Indicate Amount)

Total $____________

Please return by October 20, 19-- to:

Sherrie Lynn Swab, President
West High School FBLA
Fourth and Center Street
Fayetteville, AR 72701

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SOLUTIONS--OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

B. Letters Relating to Regional Officer's Conference (3)

WEST HIGH SCHOOL FBLA
Fayetteville, AR 72701

September 10, 19--

Mr. Ralph H. Browne, Manager
Smith Enterprises, Inc.
1146 North Street
Springdale, AR 72764

Dear Mr. Browne:

Region 30 of Future Business Leaders of America will hold an Officer's Conference on Saturday, October 29, 19--, at West High School, Fayetteville. Approximately 100 students from ten FBLA Chapters are expected to attend and participate in various activities.

Our Chapter is hosting the Conference and would like to extend a special invitation to you as our keynote speaker. The topic will be directed to our "free enterprise system." One of our members, Robin Hall, will be contacting you to provide further details if you are able to make the presentation between 10:30 a.m. and 11:00 a.m. on October 29, 19--.

West High School's FBLA chapter will be honored if you accept this invitation.

Sincerely,

Sherrie Lynn Swab, President
West High School FBLA

Reference Initials

SOLUTIONS--OFFICE PROCEDURES

WORD PROCESSING AND MACHINE TRANSCRIPTION

B. Letters Relating to Regional Officer's Conference (4)

WEST HIGH SCHOOL FBLA
Fayetteville, AR 72701

September 15, 19--

Dr. John H. Wells, Superintendent
West High School
Fourth and Center Street
Fayetteville, AR 72701

Dear Dr. Wells:

On Saturday, October 29, 19--, the West High School Chapter of Future Business Leaders of America will be host to Region 30 FBLA Officer's Conference. Approximately 100 students will be attending from the ten chapters that comprise Region 30.

The West High School FBLA members would like to invite you to attend our conference. We would especially like for you to attend the first General Session at 9:30 a.m. in the auditorium to bring greetings to the group.

Your participation in the conference will be most helpful.

Sincerely,

Sherrie Lynn Swab, President
West High School FBLA

Reference Initials

Personal Development

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

A. Application Letter

STUDENT PERFORMANCE OBJECTIVE

Given instructions for the local Job Interview Event, the student will prepare a letter of application within standards and time determined by the instructor.

INSTRUCTIONS

Read the Memorandum on Writing an Application Letter. Type a letter of application following the rules given for the local Job Interview Event. The Memorandum given is only a suggestion on what to write in the letter. Do not use memo style.

LEARNING ACTIVITY A

See rules for local Job Interview Event and Memorandum. on Writing an Application Letter.

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

A. Application Letter

Memorandum on Writing an Application Letter

TO: FBLA Job Interview Contestant

FROM: Your Adviser

DATE: (Current)

SUBJECT: Application Letter

In writing application letters, use good-quality white paper. Type your letters. Do not use hotel, organization or school stationery. Never use the letterhead of the business in which you are currently employed. Your letter should be neatly typed, as it will reflect your professional standards.

In a direct opening statement, apply for the position. If you have learned of the opening from an acquaintance of the employer, use that name. A personal touch is always helpful.

State your understanding of the requirements of the position. A short, direct statement or two will suffice.

Show how your education and experience match the requirements of the job. From your qualifications, choose the facts that will convince the employer you can handle the position. Hold back details that are not relevant.

Show some of your personality. Tell the employer why you are interested in this type of business. Give only such personal details as you think may be of interest to him or her.

Give at least three references. Indicate that you have been given permission to use their names. Generally, give both business and personal references. Give their telephone numbers and addresses.

Finally request an interview. Tell the employer how and when you may be reached.

Request someone who is capable and objective to check carefully your letter before you mail it. Discovery of one misspelling, grammatical error, poor folding, or other bad feature could make the difference between a request for a job interview and rejection of your application.

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

B. Personal Data Sheet

STUDENT PERFORMANCE OBJECTIVE

Given instructions for the local Job Interview Event and a sample of the Personal Data Sheet, the student will type a personal data sheet within standards and time determined by the instructor.

INSTRUCTIONS

Prepare a personal data sheet after studying the example given.

LEARNING ACTIVITY B

See example of Personal Data Sheet.

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

B. Personal Data Sheet

Personal Data Sheet

Name: (First) (Middle) (Last)
Address: (Mailing)
Telephone No: (If you do not have a phone, where can you be reached?)

EDUCATIONAL PREPARATION:

I am presently a Senior at Anytown High School, and will graduate in June, 19--.

(Or I graduated from Anytown High School in June, 19--.)

Business Subjects Completed:
(And other subjects you think pertinent to your employment)

Beginning Shorthand
Beginning Typing
Bookkeeping (1 year)
General Business

WORK EXPERIENCE and/or SPECIAL INTERESTS, SPECIAL AWARDS, PROJECTS:

During June & July, 19--, I worked as a typist for Olson Supply Company, Anytown, Arizona.

Office Practice student for Mr. Smith in the Foreign Language Department of our high school during the 19-- school year.

Babysitting for my neighbors for the past three years.

Own my own horse & trailer, and participate in rodeo events.

REFERENCES: (With Permission)

Mr. John Bennett, Chairman, Business Education Department, Anytown High School, Anytown, AZ, Zip Code, Telephone Number

Mr. Rudy Gould, Heskin's Department Store, Anytown, AZ, Zip Code, Telephone Number

Mrs. Gary Jones, 1992 Cactus Drive, Apartment A, Anytown, AZ, Zip Code, Telephone Number

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

C. Score Sheet

STUDENT PERFORMANCE OBJECTIVE

Given the sample Judge's Rating Sheet for the Letter of Application and the Personal Data Sheet, the student will score her/his letter and data sheet.

INSTRUCTIONS

After typing your letter of application and personal data sheet, score yourself using the Judge's Rating Sheet.

LEARNING ACTIVITY C

See Judge's Rating Sheet for Letter of Application and Personal Data Sheet.

C. Score Sheet

(Sample) Judge's Rating Sheet

FUTURE BUSINESS LEADERS OF AMERICA JOB INTERVIEW CONTEST

RATING SHEET FOR LETTER OF APPLICATION AND PERSONAL DATA SHEET

Name of Contestant__________________________ Total Score_______

Name of School____________________________City________________

LETTER OF APPLICATION AND DATA SHEET (20 points maximum)
2 points per item
Actual Score_______________

_________Are the materials properly folded and correctly inserted in the envelope?

_________Is the envelope properly addressed?

_________Does the letter of application express the "you" attitude?

_________Is there a good action-getting opening and closing paragraph?

_________Is the letter in good business form? Free of errors?

_________Does the letter arouse interest in the candidate?

_________Does the letter and resume include information on purpose, educational background, experience, references, and request for a personal interview?

_________Are there any obvious corrections of typographical errors?

_________Does the resume give a clear picture of the applicant's training and background; does it show qualifications for the position?

(No letter or resume will receive any points if it contains uncorrected errors in grammar, typing, punctuation, capitalization, or word division.)

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

D. Fact Sheet and Application Form

STUDENT PERFORMANCE OBJECTIVE

The student will prepare a fact sheet using the check list given below and then complete two copies of an application form within standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare a fact sheet which would be used to fill out the job application form. Complete two copies of the application form--one handwritten and one typewritten.

LEARNING ACTIVITY D

Check List

1. Name and addresses of employers.
2. Dates you worked.
3. Names, addresses, and telephone numbers of three persons who know of your abilities and background.
4. Names and addresses of all schools you have attended.
5. Dates you attended each school.
6. Dates of graduation and type of diploma received.
7. Subjects you took in school and ones you liked most, and least, and those that might help you with a job.
8. Names of all business machines you know how to operate.
9. Extracurricular activities at school and offices held.
10. Honors and awards you have received.
11. Important papers such as proof of age, work permits, social security card, and driver's licenses.

D. Fact Sheet & Application Form

Application for Employment

PERSONAL INFORMATION:

Name ______________________________
Last First Middle

Address ______________________________
Number & Street City State Zip

Telephone No. ______________ U.S. Citizen ______________
Area Code Number Yes No

Social Security No. ______________

Height __________ Weight __________ Birth Date __________

EMPLOYMENT INFORMATION:

Position For Which You Are Applying ______________________

How Soon Are You Available __________ Salary Expected __________

Permanent __________ Part-Time __________ Temporary __________

EDUCATION:	School	No. of Years	Graduation
High School			
Private Business School			
College			
Graduate Work or Adult School			

EXPERIENCE:

	Position	From	To
Employer			
Address			
Employer			
Address			
Employer			
Address			

REFERENCES:

Name____
Last First Middle

Address____
City State Zip

Occupation____

Name____
Last First Middle

Address____
City State Zip

Occupation____

Name____
Last First Middle

Address____
City State Zip

Occupation____

ACTIVITIES:

Hobbies____

Organizations____
____

Offices Held____
____

Other Areas of Interest____
____

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

E. Job Interview Preparation

STUDENT PERFORMANCE OBJECTIVE

Given "Things to Remember for Your Job Interview" and "Questions Frequently Asked During the Employment Interview," the student will read and study these items and participate in the class discussion concerning the job interview.

INSTRUCTIONS

Read, study, and discuss the items listed above.

LEARNING ACTIVITY E

See "Things to Remember for Your Job Interview" and "Questions Frequently Asked During the Employment Interview."

NOTE: Arrangements may be made by the student or instructor for mock interviews to be given in the classroom by business people. Simulated interviews may be given between two students or the instructor and students before the mock interview.

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THINGS TO REMEMBER FOR YOUR JOB INTERVIEW

1. Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.
2. Learn as much as you can beforehand about the firm to which you apply. Don't be afraid to ask questions about it and your job.
3. Be prompt. Keep your appointments to the minute.
4. Make a presentable appearance; be clean, neat, and dress as well as you can afford. Don't overdress or wear gaudy clothes. Women should avoid gaudy makeup.
5. Avoid taking anyone with you to apply for a job. The employer wants to talk to you.
6. Watch your posture. Create a good impression by assuming an upright position in the chair. Don't yawn or slouch or display signs of nervousness.
7. Answer all the employer's questions accurately, honestly, frankly and promptly. Never say anything on which you would be unable to make good.
8. Be able to give a continuous record of all your jobs, dates of employment, wages received, the exact nature of your work and the reason you left. This information is important to the employer.
9. When asked, point out the value derived from your training and past experience which will carry over to the job for which you are applying.
10. Be able to give as references the names of at least three responsible and reliable people who know you well.
11. Speak with a feeling of confidence and enthusiasm, but do not bluff or exaggerate; use good English, speak distinctly, and don't talk too much.
12. Avoid any arguments with your prospective employer.
13. Do not criticize others including past employers or associates.
14. Avoid mention of your personal, domestic, or financial troubles. The employer is interested only in what you can do and how well you can do it--in other words of what value you can be to him.
15. Be polite and courteous, and show due respect for the person interviewing you. Don't become familiar or try to win favor by addressing him as "Jack" or "Buddy."
16. Do not become discouraged if, during your first interview, you become nervous and fail to present yourself favorably. Employers understand and make allowances. Deliberately seek interviews and improve your presentation each time.
17. Even if the prospect of an immediate job is not possible, the interviewer's advice regarding future openings should be considered. Such suggestions sometimes lead to a job.
18. Feel sure that you are really interested in the type of work for which you are applying.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you choose your particular field of work?
10. What do you know about our company?
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. How interested are you in sports?
15. Do you prefer any specific geographic location? Why?
16. How much money do you hope to earn at age 30? 35?
17. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
18. What do you think determines a person's progress in a good company?
19. What personal characteristics are necessary for success in your chosen field?
20. Why do you think you would like this particular type of job?
21. What are your parents' occupations?
22. Tell me about your home life during the time you were growing up.

23. Do you prefer working with others or by yourself?

24. What kind of boss do you prefer?

25. Are you primarily interested in making money or do you feel that service to humanity is your prime concern?

26. Can you take instructions without feeling upset?

27. Tell me a story!

28. Do you live with your parents? Which of your parents has had the most profound influence on you?

29. How did previous employers treat you?

30. What have you learned from some of the jobs you have held?

31. Can you get recommendations from previous employers?

32. What interests you about our product or service?

33. Do you feel you have done the best scholastic work of which you are capable?

34. What do you know about opportunities in the field in which you are trained?

35. Have you ever had any difficulty getting along with fellow students and faculty?

36. What is the source of your spending money?

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

F. Receptionist Rating Sheet

STUDENT PERFORMANCE OBJECTIVE

Given a sample Receptionist Rating Sheet, the student will study carefully each item given and discuss the items with the entire class.

INSTRUCTIONS

Read and study carefully each item given on the sample Receptionist Rating Sheet. Discuss each item with the class.

LEARNING ACTIVITY F

See Receptionist Rating Sheet.

NOTE: Arrangements may be made by the student or instructor for mock interviews to be given in the classroom by business people or a person acting as the Receptionist. Simulated interviews may be given between the students or the students and the instructor using the rating sheet as a guide.

APPLYING FOR A JOB

F. Receptionist Rating Sheet

FUTURE BUSINESS LEADERS OF AMERICA JOB INTERVIEW CONTEST

Name of Contestant ______________________________ Total Score ____

Name of School ______________________________ City __________

PRE-INTERVIEW (5 points maximum) Actual Points _____

1 point per item

__________ Did the applicant greet you promptly and properly?

__________ Did the applicant introduce himself/herself correctly?

__________ Did the applicant state that an appointment was made?

__________ Did the applicant wait properly and quietly?

__________ Did the applicant make a good impression generally?

THE APPLICATION BLANK (5 points maximum) Actual Points _____

1 point per item

__________ Was the writing legible and in ink?

__________ Were all questions answered or checked to indicate that the applicant had read them?

__________ Did the completed application indicate neatness?

__________ Did the contestant complete the blank without unnecessary questions?

__________ Have all instructions been followed?

Total Score _____

Receptionist: ____________________

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

G. Personnel Director Rating Sheet

STUDENT PERFORMANCE OBJECTIVE

Given a sample Personnel Director Rating Sheet, the student will study carefully each item given and discuss the items with the entire class.

INSTRUCTIONS

Read and study carefully each item given on the sample Personnel Director Rating Sheet. Discuss each item with the class.

LEARNING ACTIVITY G

See Personnel Director Rating Sheet.

PERSONAL DEVELOPMENT

APPLYING FOR A JOB

G. Personnel Director Rating Sheet

Name of Contestant______________________________Total Score______

Name of School________________________________City_______________

Directions: The questions under each main heading indicate the proportionate number of total points that each main heading should receive.

PERSONAL APPEARANCE (15 points maximum) Actual Points_____
5 points per item

__________Is the applicant's hair clean and neat? No extreme styles?

__________Is the applicant's make-up suitable? (if applicable)

__________Is the applicant's attire neat and businesslike?

ACTUAL INTERVIEW (50 points maximum) Actual Points_____
5 points per item

__________Did the applicant greet you and call you by name?

__________Did the applicant introduce himself/herself correctly?

__________Did the applicant state the purpose of the call?

__________Did the applicant answer your questions clearly?

__________Did the applicant volunteer appropriate information?

__________Did the applicant have a clear voice?

__________Did the applicant express enthusiasm?

Rating sheet continued on following page.

__________Did the applicant exhibit self-confidence?

__________Did the applicant use acceptable English?

__________Did the applicant show a sincere interest in this event?

POST-INTERVIEW (5 points maximum) Actual Points________

__________Did the applicant express sincere thanks for your time and consideration?
(3 points)

__________Did the applicant leave promptly at conclusion of the interview?
(2 points)

(Possible total = 100 total
All four Sheets Actual Score_____
_____

COMMENTS: Not included in point values, for review purposes only.

1. Would you recommend the applicant to be selected for this Title?
   Yes_______ No________

2. How could the applicant improve?
   1. Appearance________________________________
   2. manners________________________________
   3. voice________________________________
   4. enthusiasm________________________________
   5. interest________________________________
   6. preparation________________________________
   7. other________________________________

Personnel Director______________________________

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PERSONAL DEVELOPMENT

DECISION MAKING

A. Methods of Travel to FBLA Conference

STUDENT PERFORMANCE OBJECTIVE

Given a travel outline for an FBLA National Leadership Conference, the student will select accommodations and the most efficient method of travel for the president of the chapter within standards and time to be determined by the instructor.

INSTRUCTIONS

Using the travel outline for the FBLA National Leadership Conference in Washington, D. C., select accommodations and methods of travel.

LEARNING ACTIVITY A

Travel Outline

1. Travel to Washington, D. C.
2. Travel while in Washington, D. C.
3. Room accommodations for four nights.
4. Two sight-seeing tours.
5. Return travel.

PERSONAL DEVELOPMENT

DECISION MAKING

B. Officer Absence

STUDENT PERFORMANCE OBJECTIVE

Given a list of six situations, the student will decide how to handle each situation in the president's absence within standards and time to be determined by the instructor.

INSTRUCTIONS

As secretary, decide how to handle each situation while the president of the FBLA Chapter is away.

LEARNING ACTIVITY B

1. A businessperson has been invited to speak to your chapter. The businessperson calls to arrange a time.

2. A carton of stationery for a sale arrives damaged.

3. A representative from a new FBLA Chapter calls asking for an officer to speak to their classes to promote FBLA.

4. A local business made a contribution to your FBLA Chapter for travel to the National Leadership Conference.

5. Your FBLA President and Vice President have been invited to speak at a banquet in a neighboring city. Arrangements have not yet been made.

6. Two FBLA members did not get their reservations in on time for attending the National Leadership Conference; consequently, they are unable to be housed in the Conference hotel. Call other hotels in the city and see if the members can be accommodated. Try to avoid having your FBLA chapter pay for the phone calls.

PERSONAL DEVELOPMENT

DECISION MAKING

C. Plan a Major Meal Function

STUDENT PERFORMANCE OBJECTIVE

Given the assignment to plan and organize a FBLA major meal function, the student will assist in making all necessary arrangements according to standards and time determined by the instructor.

INSTRUCTIONS

Planning a FBLA major meal function is putting public relations in action. This function will involve the help of FBLA members and business education instructors. Use the following guidelines to plan the FBLA function.

LEARNING ACTIVITY J

This is a special night to honor:

Outstanding business education students (selected one month in advance)
An outstanding graduating business education student
An outstanding FBLA member
Mr. and Mrs. FBLA Award winners and/or
COE Employers

Elect or appoint a General Chairperson three months in advance.

Elect or appoint the following two months in advance:

1. Program Committee
2. Reservations and Ticket Committee
3. Entertainment Committee
4. Invitation Committee
5. Publicity Committee
6. Guest Speaker Committee
7. Follow-up Committee

DECISION MAKING

C. Plan a Major Meal Function

General Chairperson's Check Sheet:

1. Arrange for a general FBLA Chapter meeting: discuss date, time, place, and purpose three months in advance.
2. Get approval of school for the date. Check the school calendar.
3. Make arrangements for place.
4. Select committee members.
5. Plan menu.
6. Estimate total cost of banquet.
7. Prepare guest list.
8. Compose invitations and mail (at least 14 days prior to banquet date.)
9. Plan entertainment.
10. Convert invitation list to reservation list.
11. Notify caterer. Be sure arrangements are made for some leeway in number.
12. Plan program in rough form, discuss, and make final preparations. (Proofread each page before final printing.)
13. Arrange for photographs and publicity.
14. Arrange for payment of outstanding banquet debts.
15. Meet with the Follow-up Committee for evaluation and future plans.

Banquet Committees' Check Sheet:

Chairperson, Reservation and Ticket Committee:

1. Have tickets printed, if needed.
2. Assign person to sell tickets.
3. Assign person to collect tickets at banquet.
4. Confirm reservations.

Chairperson, Invitation Committee:

1. Prepare invitations for all employers, guests, and speakers.
2. Post an invitation on bulletin boards in business rooms.
3. Select date for mailing the invitations (14 days prior to banquet date.)

DECISION MAKING

C. Plan a Major Meal Function

Chairperson, Publicity Committee:

1. Prepare news releases for school and local newspapers.
2. Make arrangements for a photographer to be at the banquet.
3. Select pictures taken at the banquet for follow-up publicity.
4. Give banquet pictures and press notices to FBLA historian.

Chairperson, Program Committee:

1. Select Master or Mistress of Ceremonies.
2. Make rough draft of program.
    a. Suggestions of what is to be included in program:
        (1) Welcome by FBLA chapter president
        (2) Pledge of Allegiance and invocation
        (3) Introduction of guests
        (4) Dinner
        (5) Entertainment
        (6) (Optional) Student speaker on "What is FBLA?" "What FBLA Means to Me" or "What is COE?"
        (7) (Optional) Guest or speaker
        (8) Presentation of employer awards
        (9) Presentation of student awards
        (10) List of names of advisory committee (or introduction)
        (11) List of businesses and names of employers
        (12) FBLA Creed or Pledge
        (13) FBLA Emblem Ceremony
        (14) Closing remarks by Master or Mistress of Ceremonies.

C. Plan a Major Meal Function

3. Type program.
    a. Printed program includes: explanation or title, names of FBLA advisers, FBLA officers, names of school administrators, date, place, name of city, and time.
4. Rehearsal is important.

Chairperson, Entertainment Committee:

1. Select entertainment.
2. Make all necessary arrangements.

Chairperson, Decoration and Follow-up Committee:

1. Consider the theme. Decorate for the banquet around the theme selected.
2. Make up place cards for each person who will attend. Name tags can be used.
3. Give prominence to the FBLA Banner in planning the overall decorations.
4. Take down all decorations following the banquet.
5. See that any borrowed materials are returned to the owners promptly. Give thanks in appreciation for use of such materials.

Chairperson, Guest Speaker Committee

1. Contact guest speaker
2. Make and confirm arrangements.
    a. Cost (honorarium).
    b. Housing (hotel or motel room).
    c. Transportation (from airport to banquet or other).
    d. Special equipment (overhead projector, public address equipment, podium).
3. Send thank you letter.

PERSONAL DEVELOPMENT

DECISION MAKING

C. Plan a Major Meal Function

How Will the Guests Be Seated?

1. There should be no more than 10 people at the head table.
    a. It is important that the Master or Mistress of Ceremonies be at the center of the head table. The speaker should be next to the Master or Mistress of Ceremonies.
2. The employee should be seated by the employer.
3. FBLA hosts and hostesses should be used to answer questions and seat guests.

head table

G	G	S	MC	P	O	O	O	O	O

G = Guest
S = Speaker
MC = Master or Mistress of Ceremonies
0 = Officer
P = Podium

SOLUTIONS--PERSONAL DEVELOPMENT

DECISION MAKING

B. Officer Absence

1. Check the chapter's agenda and arrange a time for the meeting.
2. Contact the distributor for further instructions.
3. Arrange a day according to the president's calendar.
4. Write a thank-you note.
5. Complete travel requests. Confirm invitation.
6. Refer to the telephone directory and find hotels listed with WATS number.

PERSONAL DEVELOPMENT

HUMAN RELATIONS

A. Five Basic Needs

STUDENT PERFORMANCE OBJECTIVE

Given reading material, the student will identify five basic needs within standards and time to be determined by the instructor.

INSTRUCTIONS

Read the following information carefully. On a separate piece of paper, list five of the six basic needs found in this reading.

LEARNING ACTIVITY A

The following information has been made available for a basic understanding of the need to belong to a student organization related to business courses. What does the FUTURE BUSINESS LEADERS OF AMERICA, better known as FBLA, have to offer a student?

Having a job is considered to be a need. This is called job security. Being involved in FBLA will help understand the meaning of security. Being elected as an executive officer, or committee chairperson is like having a job.

What type of security is this? It is being part of a group that has a definite purpose. It is working together to achieve a goal. This type of experience can be related to future employment.

A job offers many types of benefits. The same is true of an organization like FBLA. What one gets from an organization will depend on interest, participation and enthusiasm. In other words, returns reflect efforts.

The social needs to belong and be accepted are a very important part of growing up. Belonging to FBLA can open many doors. Meeting and getting to know instructors, business people, and other students from all over the state play a great part in FBLA. People want to be accepted. People are different, and it

PERSONAL DEVELOPMENT

HUMAN RELATIONS

A. Five Basic Needs (2)

takes people to make this world. Being part of the team and learning to give and take are valuable experiences.

Personal values, individual respect, trust, and loyalty are social needs on the job. FBLA offers development of personal values. Personal values consist of what is believed to be right and wrong. As a member of FBLA, trust and loyalty are gained from others.

FBLA encourages self-respect, dignity, recognition, prestige, and status. These are called esteem needs. Opportunities to be in the daily newspaper, school paper, on radio, or television are a form of recognition for a job well done.

Students like encouragement from parents and instructors. Become involved in FBLA. Work hard and this encouragement will be received.

Experience related to a job is called esteem needs on the job. Being involved in an FBLA project will help gain self-confidence. Self-confidence is acquired by meeting the adults and employers of the community.

At the end of each year in FBLA, some type of award is given for a job well done. The award may be recognition for outstanding academic work in a business course or outstanding participation in FBLA. This type of recognition could also open doors for scholarships or jobs. The ability to say "I have been worth something" is called a self-fulfillment need.

PERSONAL DEVELOPMENT

HUMAN RELATIONS

B. Problem Solving Game

STUDENT PERFORMANCE OBJECTIVE

Given the non-verbal, problem-solving game, the student will identify the six group problem-solving steps within standards and time to be determined by the instructor.

INSTRUCTIONS

Each student has an envelope which contains a varied number of sections of cardboard for forming squares. (See page 4.41 for directions.) When the instructor gives the signal to begin, each group is to form five squares of equal size.

The task will not be completed until each individual has a perfect square. Following the exercise will be discussion of the six group problem-solving steps. Be prepared to identify these steps.

LEARNING ACTIVITY B

Specific limitations are imposed upon each group during this exercise.

1. No member may speak.
2. No member may ask another member for a section or in any way signal another person that a section is needed. (Members may voluntarily give sections to other members.)

B. Problem Solving Game (2)

Variations:

1. When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person sub-groups to complete the square. They discuss the results, and the exercise is resumed.
2. The five-person teams can be given consultation assistance by the observer or by one appointed member of the team. This may be a person who has done the exercise before.
3. Ten-person teams can be formed, with two duplicated sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
4. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
5. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.
6. Members may be permitted to write messages to each other during the problem solving.

C. Responsibilities of FBLA Members

STUDENT PERFORMANCE OBJECTIVE

Given case studies related to "Responsibilities of FBLA Members," the student will solve the case studies within the standards and time to be determined by the instructor.

LEARNING ACTIVITY C

"Responsibilities of FBLA Members"

1. Members should not take on more responsibilities than they can tackle to the best of their ability. Members must choose and limit their activities so as to do their best job.

2. Officers and their adviser must see that every member is involved in the chapter's activities. Each member must take a definite part and have a definite choice of activities.

3. Members must have a bulletin board set up which should be kept up to date on chapter activities. Officers must accept responsibility for keeping the bulletin board attractive and informative.

4. Members must cooperate with officers and their adviser. They must each take the responsibility of seeing that all assigned work and projects are completed by the set deadline.

5. Members should assume responsibility for attendance at local, state, and possibly national conferences.

6. Members must take part in chapter activities and projects.

7. Members should be familiar with the constitution, purposes, creed, code of ethics, and pledge of FBLA. They should also read the state and national handbooks.

8. Members must introduce new ideas at meetings. They must also recruit new members. Members must be able to present a good "image" for the FBLA Chapter, school, and community through their conduct and appearance at all times.

C. Responsibilities of FBLA Members (2)

9. Members should radiate their enthusiasm throughout the chapter.

10. Members should be able to offer constructive criticism for the improvement of the chapter, the school, the community, the state, and the nation.

CASE STUDIES

Case Study #1

Mary Jane, an FBLA member, is a freshman and is active in Girls Athletic Association, Yearbook, Spanish Club, and Tennis. She has had some problems meeting her class responsibilities, as well as responsibilities in extracurricular activities. She is a willing worker and demonstrates leadership ability. Mary wants to be chairperson of the Ways and Means Committee. As President, would you appoint her to that position? Why? Or why not?

Case Study #2

John Smith, the President of FBLA, an organization of 43 members, has given most of the responsibility to five members. The rest of the organization has little to do with any chapter activities.

1. What will happen if this pattern continues?
2. What should John do to correct the problem?
3. What would be a good method of delegating the responsibility?

Case Study #3

George Walker, President, has given out leadership responsibilities to four chapter members. They were to begin initial planning of the awards program to be held in May. A schedule of completion was given to each. The deadline came and nothing was accomplished.

1. What would be the results of their irresponsibility?
2. What should the president have done to assure completion of the initial planning?

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D. FBLA Introductions

STUDENT PERFORMANCE OBJECTIVE

Given five situations involving social business introductions, the student will complete four introductions within the standards and time to be determined by the instructor.

INSTRUCTIONS

The class will be divided into five groups. Each group will be given one of the situations listed below to role play for the class. A discussion of why each is introduced in the manner presented will follow each role-playing incident.

LEARNING ACTIVITY D

General rule for introductions: Say first the name of the person to whom the greatest honor is given.

Example: Your local FBLA President and a prospective member.

"John Elliott, this is Suzy Que."

1. Your parent and your FBLA adviser.
2. President of local FBLA chapter and guest speaker.
3. A FBLA member and your parent.
4. Guest speaker and FBLA adviser.
5. Your employer and your parent.

PERSONAL DEVELOPMENT

HUMAN RELATIONS

E. Personal Values

STUDENT PERFORMANCE OBJECTIVE

Given a values worksheet, the student will compare personal values with those expected of an officer or a member of FBLA within standards and time to be determined by the instructor.

INSTRUCTIONS

Compare the Values Worksheet as directed:

1. Place a check mark on the worksheet before those values which best describe you.
2. Compare the values checked with those of an FBLA officer or member. (Ask the instructor for this list.)
3. Do the values checked match the values of an officer?
4. Do the values checked match the values of a member?

BE REALISTIC

LEARNING ACTIVITY E

Values Worksheet

_____Active
_____Ambitious
_____Sly
_____Competitive
_____Considerate
_____Creative
_____Critical
_____Productive

_____Explorative
_____Lazy
_____Helpful
_____Honest
_____Influential
_____Loyal
_____Talkative
_____Daring

_____Sensitive
_____Hasty
_____Sure
_____Thoughtful
_____Tolerant
_____Trusting
_____Unique
_____Warm

PERSONAL DEVELOPMENT

HUMAN RELATIONS

F. Personality Rating Sheet

STUDENT PERFORMANCE OBJECTIVE

Given a Personality-Rating Scale, the student will be able to evaluate personality within standards and time to be determined by the instructor.

INSTRUCTIONS

Circle the appropriate number following each trait. Five is outstanding, four is excellent, three is average, two is mediocre, and one is poor. Total the score below.

LEARNING ACTIVITY F

Personality Self-Rating Scale

		Poor	Mediocre	Average	Excellent	Outstanding
1.	Do I maintain a well-groomed appearance?	1	2	3	4	5
2.	Is my posture erect and poised?	1	2	3	4	5
3.	Do I have a pleasing voice?	1	2	3	4	5
4.	Is my disposition cheerful?	1	2	3	4	5
5.	Do I make friends easily?	1	2	3	4	5
6.	Do I exert positive leadership?	1	2	3	4	5
7.	Am I generally thoughtful of the feelings of others?	1	2	3	4	5
8.	Is my enthusiasm sincere and contagious?	1	2	3	4	5
9.	Do I work until I achieve success?	1	2	3	4	5
10.	Am I sincere in my interest in the other person?	1	2	3	4	5
11.	Am I ambitious to get ahead?	1	2	3	4	5

PERSONAL DEVELOPMENT

HUMAN RELATIONS

F. Personality Rating Sheet (2)

		Poor	Mediocre	Average	Excellent	Outstanding
12.	Do I get along well with others?	1	2	3	4	5
13.	Do I react constructively to criticism?	1	2	3	4	5
14.	Do I remember names and faces?	1	2	3	4	5
15.	Am I punctual on all occasions?	1	2	3	4	5
16.	Do I show a spirit of cooperation?	1	2	3	4	5
17.	Am I free from prejudice?	1	2	3	4	5
18.	Do I know how and why people react in most situations?	1	2	3	4	5
19.	Do I refuse to allow what other people say to hurt me?	1	2	3	4	5
20.	Am I generally a good listener?	1	2	3	4	5
21.	Can I criticize without giving offense?	1	2	3	4	5
22.	Do I enjoy being part of a group?	1	2	3	4	5
23.	Do I usually like people for what they are?	1	2	3	4	5
24.	Am I reliable?	1	2	3	4	5
25.	Can I adapt myself to all situations?	1	2	3	4	5

PERSONAL DEVELOPMENT

HUMAN RELATIONS

G. Telephone Emergency Numbers

STUDENT PERFORMANCE OBJECTIVE

Given a local telephone directory, the student will look up all the emergency telephone numbers for the entire community. The student will call each number to verify the number and determine the hours that the number could be reached in case of an emergency. The standards and time will be determined by the instructor.

INSTRUCTIONS

Use the local telephone directory to look up all the emergency telephone numbers for your community. Call each number to verify it and determine the hours that the number is in operation in case of emergency. Complete the self-evaluation form.

LEARNING ACTIVITY G

Student Self-Evaluation

		YES	NO
1.	Were the telephone numbers found quickly in the yellow pages using the subject heading?		
2.	Was the telephone number dialed correctly the first time?		
3.	Did I identify myself immediately?		
4.	Were my thoughts organized beforehand so I could explain my problem clearly and briefly?		
5.	Did I have all the facts and dates ready?		
6.	Was I courteous--did I say "please" or "thank you" during the conversation?		
7.	Do I feel that the receiver of this call has a good feeling about me and FBLA?		

H. Telephone Role Playing

STUDENT PERFORMANCE OBJECTIVE

Given telephone problems, the student will participate as well as critique and correct the conversations of others within standards and time determined by the instructor.

INSTRUCTIONS

In a role-playing situation, two students will place an imaginary telephone call to demonstrate proper telephone techniques. Then two students will place a call demonstrating poor telephone techniques. One will be the caller, the other will be the receiver.

The rest of the class will use the check sheet to critique the two calls. Number 1 should be used to evaluate the first call and number 2 for the second call.

LEARNING ACTIVITY H

Telephone Technique Check Sheet

CALLER

Tone	___cheerful	___natural	___cold
Volume	___high	___good	___low
Speed	___fast	___good	___slow
Greeting?		___yes	___no
Caller identified self?		___yes	___no
Stated problem clearly & briefly?		___yes	___no
Courteous?		___yes	___no

RECEIVER

Tone	___cheerful	___natural	___cold
Volume	___high	___good	___low
Speed	___fast	___good	___slow
Ask for caller's name if not given?		___yes	___no
Restate caller's request?		___yes	___no
Explain action taken?		___yes	___no
Transfer call to person or department which can solve problem?		___yes	___no

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

A. Five Basic Needs

(See student copy.)

1. Having a job is considered to be a need.
2. The social needs to belong and to be accepted.
3. Personal values, individual respect, trust, and loyalty are social needs on the job.
4. Esteem needs.
5. Esteem needs on the job.
6. Self-fulfillment need.

B. Problem-Solving Game

The class will be divided into groups of six participants each. There should be five participants and one observer in each group.

Time required: Approximately forty-five minutes.

Materials:

1. A set of broken squares for each group of five participants.
2. One copy of Instruction Sheet for each group.
3. One copy of the Observer Instruction Sheet.

Physical Setting: A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of the other groups.

Process:

1. The instructor begins with a discussion of the meaning of cooperation, communication, experience, understanding, observation and awareness as steps in group problem-solving for a successful FBLA organization.
    a. Each individual should understand the total problem.
    b. Each individual should understand how to contribute to solving the problem.

c. Each individual should be aware of the potential contributions of other individuals.

d. There is need to recognize the problems of other individuals in order to aid them in making their maximum contribution.

e. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.

2. The instructor forms groups of five participants plus the observer.

3. The instructor gives to each group a copy of the Broken Squares Group Instruction Sheet. (Variation Sheet)

4. The instructor tells the groups to begin. It is important that the instructor monitors tables during the exercise to enforce rules established in the instructions.

5. When all groups have completed the task, the instructor engages the groups in a discussion of the experience. Observations are solicited from observers.

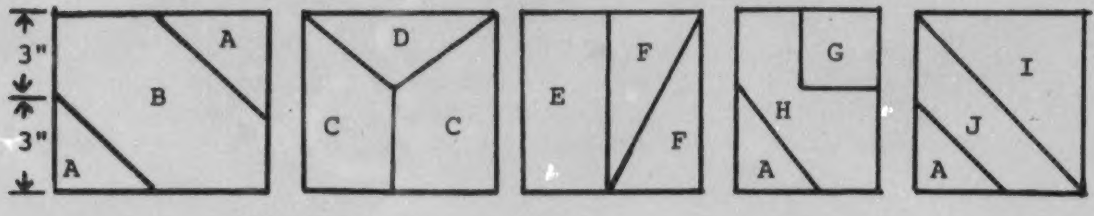
Directions for making a set of broken squares:

A set consists of five envelopes containing sections of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as follows, penciling the letters lightly so they can be erased.

SOLUTIONS--PERSONAL DEVELOPMENT (3)

HUMAN RELATIONS



The lines should be drawn so that, when the sections are cut out, those marked "A" will be exactly the same size, all sections marked "C" the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". Lightly draw the lines on the squares and label the sections with appropriate letters. Then cut each square into small sections along the lines to make the parts of the puzzle.

Label the five envelopes F, B, L, A and Chapter. Distribute the cardboard sections to the five envelopes as follows:

Envelope F contains I, H, E

Envelope B contains A, A, A, C

Envelope L contains A, J

Envelope A contains D, F

Envelope Club contains G, B, F, C

Erase the penciled letter from each section and write, instead, the letter of the envelope it is in. This makes it easy to return the sections to the proper envelope, for subsequent use, after a group has completed the task.

A complete set is made of five squares.

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

C. Responsibilities of FBLA Member:

The case studies were written and based on "The Responsibilities of FBLA Members." There are no correct answers. However, there are some general principles of leadership and followership that can be brought out by the discussion of each case.

Case Study #1 (Based on Responsibility #1)

The president should not appoint Mary Jane to such a position. This is an important position and must be entrusted to a person who is capable, who has the time, and who has proved to be reliable. Mary Jane has difficulty meeting her present responsibilities.

Case Study #2 (Based on Responsibility #2)

1. If the members are not assigned some responsibilities, they will feel they are not needed and will become inactive and disinterested.

2. John should delegate definite responsibilities to members.

3. The president and officers should plan a long-term program for the year along with short-term assignments that will assure that all members have utilized their talents and energies to accomplish the activities of the chapter.

Case Study #3 (Based on Responsibility #4)

1. Obviously, the awards program will be in "deep trouble." The president will be faced with adjusting the schedule to make up lost time. Important activities could be left out causing a last minute rush which will affect the quality of the program.

2. The president should have checked with committee chairpersons at regular intervals to make sure the plans were progressing satisfactorily. Additional duties may be assigned to members to assist in keeping on schedule.

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

D. FBLA Introductions

General rule for introductions: Say first the name of the person to whom the greatest honor is given.

1. Your parent and your FBLA adviser.

   "Mrs. Smith, this is my mother, Ann Williams."

2. President of local FBLA chapter to a guest.

   "Mr. Jones, this is our FBLA President, John Elliott."

3. An FBLA member and your parent.

   "Mother, this is Jim Johnson."

4. Guest speaker and FBLA adviser.

   "Mr. Stenson, this is our FBLA adviser, Mrs. Smith."

5. Your employer and your parent.

   "Mr. Jones, this is my father, George Williams."

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

E. Personal Values

Values Worksheet Key

OFFICER	MEMBER
Ambitious	Active
Competitive	Considerate
Honest	Creative
Influential	Helpful
Sure	Loyal
Trusting	Thoughtful
	Productive

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

F. Personality Rating Sheet

Key to Personality Self-Rating Scale

Score	
100 or more	Personality rating is definitely superior. Most likely to succeed.
90 - 100	Above average
75 - 89	Average
75 or less	Plenty of room for improvement.

SOLUTIONS--PERSONAL DEVELOPMENT

HUMAN RELATIONS

H. Telephone Role Playing

Suggested problems for role-playing situations:

Call Number 1:

Call a new student in your business class who has just moved here from another state. Tell her/him about FBLA, the activities your chapter conducts, and explain how to become a member.

Call Number 2:

Call a student who has recently become a member of the FBLA committee of which you are chairperson. Tell her/him the details of the latest project and ask her/him to participate in the publicity and ticket sales.

PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles

STUDENT PERFORMANCE OBJECTIVE

Given an exercise to contrast autocratic, democratic and laissez-faire leadership, the student will complete the exercise within standards and time determined by the instructor.

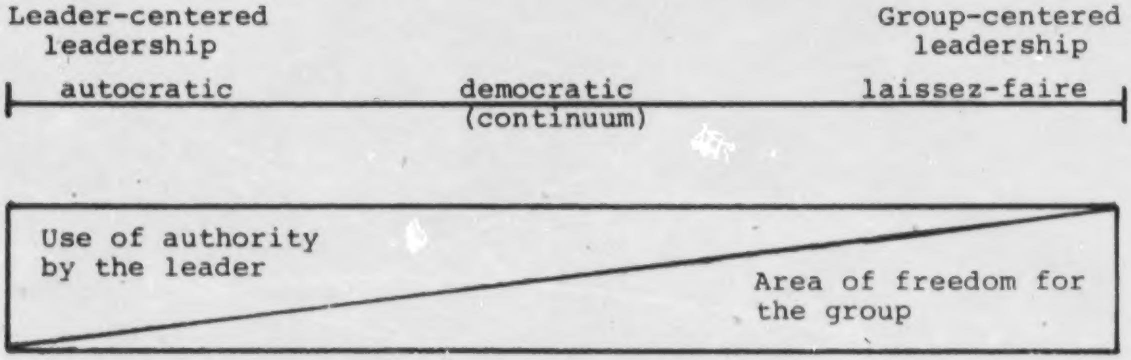
INSTRUCTIONS

Read and discuss the information in Section I, "Leadership Styles." Read and discuss the information in Section II, "Types of Leadership." The class will divide into 3 groups, each assigned a leader. Each will look over Section III and proceed with the discussion.

LEARNING ACTIVITY A

Leadership Styles

SECTION I.


Leader-centered leadership
Group-centered leadership
autocratic
democratic
(continuum)
laissez-faire
Use of authority by the leader
Area of freedom for the group

Five typical patterns of leadership behavior:

1. Telling
2. Selling
3. Testing
4. Consulting
5. Joining

PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles (2)

Forces in the leader:

1. Value system
2. Confidence in group members
3. Leadership inclinations
4. Feeling of security in an uncertain situation

Forces in the group members:

1. Need for independence
2. Readiness to assume responsibility
3. High tolerance for ambiguity
4. Feeling that problem is important
5. Understanding and identifying with goals
6. Knowledge and experience in dealing with problems
7. Sharing in decision-making

Long-range objectives:

1. Raise level of member motivation
2. Improve quality of decisions
3. Develop teamwork and morale
4. Further individual development
5. Increase readiness to accept change

Effective leader:

1. Sensitive to forces
2. Awareness of forces that influence

Types of Leadership

SECTION II.

autocratic democratic laissez-faire
(continuum)

Leadership can be divided into three groups: Autocratic, democratic, and laissez-faire (see graph). The autocractic leader, as the far left on the line, tells people what to do. In the middle, the democratic leader participates as a member of the group. At the far right, the laissez-faire leader has no control over group members.

PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles (3)

No group can really begin as a democratic one. Initially, strong, intelligent leadership is essential.

Imagine working with kids. Assume that they know nothing and that moving from an autocratic group to a democratic group has to do with making choices. If one does not know anything, choices cannot be made. Therefore, kids are taught to play marbles and hide and seek, enabling them to move along the continuum. The next day it could be, "Hey kids, do you want to play marbles or hide and seek?" They have made their first decision. As they learn more, they can make more decisions and accept more responsibility. As a group accepts more responsibility, its leader has less. What happens, as the leader, when the group thinks it can accept more responsibility and it cannot? It is a mess--nothing happens. Suppose, on the other hand, that the group is able to assume responsibility and work by itself. Once it is determined where the group lies on the continuum, leadership styles match the ability of a successful group.

Think about it. What does it really mean? Where is the group. What can it do? Some leaders panic!

SECTION III.

With the help of the instructor, the class will divide into three groups. Each group will be assigned a leader. Group I leader will assign a question to each member--the member has no choice as to the question he will answer. (Autocratic) The leader for Group II gives copies of all the questions to each member and they may choose one from either Group A or Group B. (Democratic) Group III can do as they please--may answer any of these questions; may make up others; or choose another activity. The leader has no control. (Laissez-faire)

PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles (4)

GROUP A LETTING YOU KNOW WHO I AM, AND GETTING TO KNOW YOU

1. If you had your choice of being an FBLA officer, which one would you choose? Give the duties of this officer and state your personal qualifications for fulfilling these duties.
2. You have been asked to run for FBLA regional vice president. What one personality trait do you have that you feel will be your greatest asset in accepting this responsibility if elected?
3. Do you think grade level and grade-point average should be considered in holding an FBLA office? Why?
4. Identify something you value in your own personality and how you can use this trait in contributing to FBLA.
5. Are there ways in which you would hope to grow as a person which have endured as unrealized goals for some time now? How do you think FBLA can help in reaching these goals?

GROUP B OUR ECONOMIC SYSTEM

1. How does personal values equate with values necessary to make the free enterprise system successful?

Leaders	Members
ambitious	active
competitive	considerate
honest	creative
influential	helpful
sure	loyal
trusting	thoughtful
	productive

2. List 5 economic choices (including decisions you may have made not to buy) which you have made during the past week and 5 economic choices you must make within the next 5 years which will drastically affect your future. Discuss how these choices might be made in a society with a centrally managed economy.
3. List 5 examples of ways you have personally been served by the American private enterprise system, which encourages and rewards innovation and the successful application of new ideas to the production and marketing of goods and services. Include prices, convenience, motivation and job opportunities.

PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles (5)

4. Who is your favorite recording star or rock group? Did they enjoy "instant" success or wealth? What personal and monetary sacrifices, if any, did they make to achieve stardom? What opportunity costs do they encounter now that they are famous? What are the business expenses that accompany their fame?

5. Express the viewpoint of the customer, the seller and the manufacturer as it relates to customer expectation for the following:

Tape recorder
Color TV
Raincoat

Typewriter
Stereo system

Ski parka
Frozen pizza

Points to bring out may include:

- What the consumer wants from each product
- What the manufacturer thinks the consumer wants
- What the seller thinks the consumer wants
- How the seller can interpret consumer expectations for the manufacturer
- How consumers can make their expectations known
- How consumers can obtain redress when products do not perform satisfactorily

SOLUTIONS--PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles

Duplicate Sections I, II, III, and Task and Maintenance Roles Sheets.

Distribute Sections I and II for reading and discussing.

Divide the class into three equal groups. Select a leader for each group. The leaders will be given copies for Task Role and Maintenance Role observation. Group I leader will not give Section III to any member. The leader will assign one question from each group to each member, beginning with Group B (all of these should be discussed). Group II leader will distribute Section III to each member and they may choose any one question from Group A or B to discuss. Group III will be given copies of Section III, but may do as they please. The leader may not assign. See Task and Maintenance Roles.

SOLUTIONS--PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles

Task Roles

Member Behavior Required for Doing a Job in a Group

	WHO (List the persons)	WHAT
1. Initiating: proposing tasks or goals; defining a problem; suggesting a procedure.		
2. Information Seeking and Giving: requesting and offering facts; seeking and/or giving opinions; providing information pertinent to task.		
3. Clarifying: interpreting ideas or suggesting alternatives; clearing up confusion.		
4. Summarizing: pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.		
5. Consensus/Testing: sending up "trial balloons" to see if a group is nearing a conclusion; checking with others to see how much agreement has been reached.		

SOLUTIONS--PERSONAL DEVELOPMENT

LEADERSHIP

A. Leadership Styles

Maintenance Roles

Member Behavior Required for Building and Maintaining the Group as a Working Unit

	WHO	WHAT
1. Encouraging: being friendly, warm and responsive to others; accepting others and their contributions; giving others an opportunity to speak.		
2. Expressing Group Feeling: sensing feeling, mood, relatonships within the group; sharing his own feeling with others.		
3. Harmonizing: attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters;" getting people to explore their differences.		
4. Compromising: when own idea of status is involved in a conflict offering to compromise his own position; admitting error; disciplining oneself to maintain group cohesion.		
5. Gate-Keeping: attempting to keep communication channels open; facilitating the participation of others.		
6. Setting standards: expressing standards for group to work by and/or testing its behavior against standards.		

Shorthand

SHORTHAND

A. Dictation and Transcription of FBLA Goals

STUDENT PERFORMANCE OBJECTIVE

Given dictation of the FBLA Goals, the student will transcribe the Goals in longhand within standards and time to be determined by the instructor.

INSTRUCTIONS

Take dictation of the FBLA Goals and transcribe them in longhand.

LEARNING ACTIVITY A

Copy of FBLA Goals

B. Crossword Puzzle or Word Search

STUDENT PERFORMANCE OBJECTIVE

Given a crossword puzzle or word search, the student will identify terms associated with FBLA within standards and time to be determined by the instructor.

INSTRUCTIONS

Complete the crossword puzzle or word search using the correct outlines in the shorthand system being studied.

LEARNING ACTIVITY B

See FBLA crossword puzzle or word search.

C. Dictation and Transcription of FBLA Letter

STUDENT PERFORMANCE OBJECTIVE

Given dictation of the letter concerning FBLA, the student will fill in the missing words on a letter form provided by the instructor or transcribe the entire letter within standards and time to be determined by the instructor.

INSTRUCTIONS

Take dictation and fill in the words missing on a letter form provided or transcribe the entire letter.

LEARNING ACTIVITY C

Dictation and transcription of FBLA letter.

D. Write and Read FBLA Creed

STUDENT PERFORMANCE OBJECTIVE

Given a typewritten copy of the FBLA Creed, the student will write in shorthand outlines and read aloud from the notes within standards and time to be determined by the instructor.

INSTRUCTIONS

Write the FBLA Creed in shorthand outlines using phrases where feasible and read aloud from your notes.

LEARNING ACTIVITY D

FBLA CREED

I believe free education is the right of every individual.

I believe the future depends upon mutual understanding and cooperation of business, industry, labor, the home, the church, the school, and by the peoples of our own and other lands. I agree to do my utmost to bring about better understanding and cooperation on the part of all these groups.

I believe every individual should prepare for a useful occupation, and should carry on that occupation in a manner that will bring the greatest good to the greatest number.

I believe every individual should be actively interested in better social, political, community, and family life.

I believe every individual has the right to earn a living at a useful occupation and that this right should not be denied because of race, color, creed, sex, or handicap.

I believe every individual should take responsibility for carrying out assigned tasks in a manner that will reflect credit to oneself, one's associates, school and community.

I believe I have the responsibility to work efficiently and to think clearly, and I promise myself to use these abilities to make the world a better place for everyone.

SHORTHAND

E. Speed Building of FBLA Pledge

STUDENT PERFORMANCE OBJECTIVE

The student will be able to take dictation of the FBLA Pledge at ten words faster after two takes within standards and time to be determined by the instructor.

INSTRUCTIONS

The student will strive to be able to take dictation of the FBLA Pledge ten words faster after two takes.

LEARNING ACTIVITY E

Speed building of the FBLA Pledge.

SHORTHAND

F. Dictation and Transcription of FBLA Word List

STUDENT PERFORMANCE OBJECTIVE

Given dictation of the FBLA word list consisting of 50 words, the student will write the outlines in shorthand and then transcribe the outlines after all words have been dictated within standards and time to be determined by the instructor.

INSTRUCTIONS

The student will be given the FBLA Word List in order to allow for adequate study time. The student will write the outline for each word and use this list as a study guide. After adequate study time, the instructor will then dictate the words to be transcribed.

LEARNING ACTIVITY F

FBLA Word List

Future
self-confidence
Business
community
Leaders
organization
initiative
enrolled
America
delegates
co-curricular
transact
educational
travel
vocational
conferences
compete
leadership
competent
worthwhile
encourage
standards
character
guiding
citizenship

patriotism
scholarship
businessmen
headquarters
membership
office
youth
guidance
national
individual
club
projects
enhance
committee
create
responsibilities
aggressive
blue
gold
state
tomorrow
develop
duties
chapter
constitution

SHORTHAND

G. Office Style Dictation of FBLA Minutes

STUDENT PERFORMANCE OBJECTIVE

Given office-style dictation of the minutes of an FBLA chapter meeting, the student will transcribe the minutes in a form designated by the instructor within standards and time to be determined by the instructor.

INSTRUCTIONS

Take office-style dictation of the minutes of an FBLA chapter meeting and transcribe the final copy in a form designated by the instructor.

LEARNING ACTIVITY G

Dictation and transcription of the minutes of a chapter meeting.

SOLUTIONS--SHORTHAND

A. Dictation and Transcription of FBLA Goals

LEARNING ACTIVITY A

Suggested words for preview: competent, aggressive, strengthen, enterprise, patriotism, establishment, transition.

To be dictated and transcribed:

THE GOALS OF FBLA ARE TO:

Develop competent, aggressive business leadership

Strengthen the confidence of students in themselves and their[1] work

Create more interest in and understanding of American business enterprise

Encourage members[2] in the development of individual projects which contribute to the improvement of home, business and[3] community

Develop character, prepare for useful citizenship, and foster patriotism

Encourage[4] and practice efficient money management

Encourage scholarship and promote school loyalty

Assist students[5] in the establishment of occupational goals

Facilitate the transition from school to work.

Note to Instructor: Because of the numerous shorthand systems available, no shorthand outlines will be given in this entire section of the guide.

All material in this section is counted in groups of 28 syllables for convenience in timing the reading or dictation.

SOLUTIONS--SHORTHAND

B. Crossword Puzzle or Word Search

LEARNING ACTIVITY B

Note to instructor: Because of the numerous shorthand systems available, the following terms are suggestions for a crossword puzzle or word search game. The puzzle may be made by using graph paper to write the shorthand outlines for the answers and then tracing around them to form a puzzle.

SUGGESTED TERMS

The quality of knowledge and learning shown by a student (scholarship)

To contend (compete)

To assist (help)

Careful management of one's time and money (thrift)

House (home)

A local division of FBLA (chapter)

The FBLA emblem (eagle)

The pattern of behavior or personality found in an individual (character)

Ready to engage in direct action (aggressive)

A visible symbol (emblem)

A promise (pledge)

Oneself (yourself)

Faithful to one's country (loyal)

The position of leading (leadership)

Sure of oneself (confident)

SOLUTIONS--SHORTHAND

B. Crossword Puzzle or Word Search (2)

Well qualified, capable (competent)

A national organization for all high school students enrolled in business and office programs (FBLA)

Working together (cooperation)

A brief statement of beliefs (creed)

Zealous support of one's country (patriotism)

The official colors of FBLA (blue and gold)

Distinguished from others by special characteristics (individual)

All the people living in a particular area (community)

A profit-motivated organization (business)

SOLUTIONS--SHORTHAND

C. Dictation and Transcription of FBLA Letter

LEARNING ACTIVITY C

Suggested preview words: co-curricular, integral, eligible, leadership, conference, highlights.

Letter to be dictated and transcribed:

(Use current date)

Mrs. M. M. Underwood
Lake Village High School
2675 South Boulevard
(Your City, State, ZIP)

Dear Mrs. Underwood:

We are pleased to learn[1] of your interest in Future Business Leaders of America. FBLA is a co-curricular student program operating as an integral part of the school program.[2]

Any student enrolled in a business program is eligible to become a member. There are many benefits and[3] opportunities to the member[4] of FBLA. Holding office, developing leadership, meeting other students, competing at state and national levels, social and civic growth are some of the advantages[5] of the program.

If you would like to have a state officer discuss FBLA with your group, please let us know.[6] Arrangements will be made for one of the officers to visit your class.

Our Leadership Conference highlights the[7] year's activities and is held in the spring.

Enclosed is a copy of the steps to organize an FBLA[8] chapter.

Yours truly,

(State Adviser's Name and Title)

xx

Enclosure

SHORTHAND

C. Dictation and Transcription of FBLA Letter (2)

FBLA LETTER FORM

(Use current date)

Mrs. M. M. Underwood
Lake _______ High School
2675 _______ _______ Boulevard
(Your City, State, ZIP)

Dear Mrs. Underwood:

We are pleased to learn of your _______ in _______ Business Leaders of America. FBLA is a _______ _______ program operating as an integral part of the _______ _______.

Any student _______ in a business program is _______ to become a member. There are many benefits and _______ to the member of _______. _______ office, developing leadership, meeting other _______, competing at state and _______ levels, social and _______ growth are some of the _______ of the program.

If you would like to have a _______officer discuss FBLA with your _______, please let us know. _______ will be made for one of the _______ to visit your _______.

Our _______ Conference highlights the year's _______ and is held in the _______.

Enclosed is a copy of the _______ _______ _______an FBLA chapter.

Yours truly,

(State Adviser's Name and Title)

xx

Enclosure

SOLUTIONS--SHORTHAND

E. Speed Building of FBLA Pledge

LEARNING ACTIVITY E

To be dictated for speed building:

FBLA PLEDGE

I do solemnly promise to uphold the aims and responsibilities of Future Business Leaders of America[1], and, as an active member, I shall strive to develop the qualities necessary in becoming[2] a business leader.

SOLUTIONS--SHORTHAND

G. Office Style Dictation of FBLA Minutes

LEARNING ACTIVITY G

Two samples of format for minutes are given for the instructor. All blanks must be filled in before dictating with appropriate information concerning the local chapter.

G. Office Style Dictation of FBLA Minutes (2)

(Sample)
Minutes of FBLA Chapter Meeting

Date   Place

MEETING	The regular meeting of the (name of school) Chapter of the Future Business Leaders of America, held at (place) was called to order at (time) by the President, ____________, (date).
INVOCATION	Invocation was given by ______________________.
PLEDGE	Pledge of Allegiance to the Flag was led by __________.
GUESTS	The following guests were introduced: _________ ____
ROLL CALL	_________ were present. ________, ________, and _________ were absent.
MINUTES	Minutes of the meeting of (date) were approved as read (or as corrected).
TREASURER'S REPORT	The treasurer reported: _______________________.
BILLS	The following bills were presented: ___________. On motion by _______ the bills were ordered paid.
COMMITTEE REPORT	Membership Chairman, ________, reported two new members, ___________ and _____________.
CORRESPONDENCE	An invitation was read from the ________ Chapter to attend their installation on _____. Those planning to go will make reservations with ______ by _____________.
NEW BUSINESS	The motion by _______ "that a new timer be purchased by the treasurer at the prevailing price" was adopted.
PROGRAM	(Give details of program if one is presented--title, name of speaker, etc.)
ANNOUNCEMENTS	Meeting of all officers was announced for (date), (place), (time).
ADJOURNMENT	Meeting adjourned at ________________.

Signed: ______________________________

SOLUTIONS--SHORTHAND

G. Office Style Dictation of FBLA Minutes (3)

(Sample)
Minutes of FBLA Chapter Meeting

____Date________ ____Place________

The regular meeting of the (name of school) Chapter was held at _(time)__, __(date)____, ___(place)______, with the President presiding, and the Secretary in attendance. _________ members were present. The minutes of the previous meeting were read and approved as corrected.

The report of the Treasurer showed receipts from dues, $__________. For disbursements: postage and stationery, $______; leaving a balance of $__________.

The report of the Standing Committee on Programs was received and approved and a copy of the report is filed with the minutes of this meeting.

Under new business, a discussion on ways and means of paying the expense of delegates to the State Conference was brought up. A motion was made by __________ seconded by __________ that the chapter sponsor a Spring Carnival in the school gym, and that a committee of three be appointed by the Chair to make all arrangements and report at the next meeting. Motion carried and the Chair appointed ____________ and __________ to serve on this special committee.

On motion of ___________, duly seconded by __________, the meeting was adjourned at __(time)____.

Signed:__________________________
FBLA Chapter Secretary

Typewriting

TYPEWRITING

A. FBLA Call-the-Return Drills

STUDENT PERFORMANCE OBJECTIVE

Given the call-the-return drills, the student will improve typewriting speed by completing a line as the instructor calls "Return" in 10 second intervals.

INSTRUCTIONS

Using either the FBLA Creed or Code of Ethics Call-the-Return Drills, type a selected line nearest your actual speed rate as the instructor calls "Return" in 10 second intervals. If the line is completed before the instructor calls "Return," return and continue typing on the same line and then return again when the instructor calls "Return." If the line is not completed, retype the line; if the line is completed, move to the next line. Continue this process until you move all the way through the drill. If the last line of the drill is typed within the 10 second interval, return to the beginning of the drill and type each line twice within each call of "Return" by your instructor.

Set machine for a one-inch left margin, no right margin, and single spacing. The column on the left of the Call-the-Return Drills indicates words per minute rate for the student.

LEARNING ACTIVITY

See following FBLA Call-the-Return Drills.

TYPEWRITING

A. FBLA CALL-THE-RETURN DRILLS

A* FBLA CREED
17 Rise for Creed
17 I believe free
19 education is the
22 right of every in-
24 dividual. I believe
26 the future depends up-
28 on mutual understanding
29 and cooperation of busi-
31 ness, industry, labor, the
34 home, the church, the school
35 and by the peoples of our own
37 and other lands. I agree to do
37 my utmost to bring about better
38 understanding and cooperation on
38 the part of all these groups. I
43 believe every individual should pre-
47 pare for a useful occupation and should
49 carry on that occupation in a manner that
53 will bring the greatest good to the greatest
54 number. I believe every individual should be
54 actively interested in better social, politi-
56 cal, community, and family life. I believe ev-
58 ery individual has the right to earn a living at
60 a useful occupation and that this right should not
66 be denied because of race, color, creed, sex, or handi-
71 cap. I believe every individual should take responsibility
73 for carrying out assigned tasks in a manner that will reflect
74 credit to oneself, one's associates, school, and community. I
79 believe I have the responsibility to work efficiently and to think
83 clearly and I promise myself to use these abilities to make the world
91 a better place for everyone. Now that you have given the creed you may sit

FBLA CODE OF ETHICS
17 Stand for Code
19 I will be honest
19 and sincere. I
22 will approach each
24 task with confidence
25 in my ability to per-
26 form my work at a high
26 standard. I willingly
32 accept responsibilities and
36 duties. I will seek to profit
42 by my mistakes and take suggestions
46 and criticisms directed toward the im-
48 provement of myself and my work. I will
48 abide by the rules and regulations of my
52 school. I will exercise initiative and re-
52 sponsibility and will cooperate with my em-
53 ployer and fellow workers. I will dress and
54 act in a manner that will bring respect to me
59 and to my school. I will seek to improve my com-
60 munity by contributing my efforts and my resources
66 to worthwhile projects. Please be seated at this time.

A* Words per minute if carriage is thrown every 10 seconds.

TYPEWRITING

B. FBLA Timed Writings

STUDENT PERFORMANCE OBJECTIVE

Given a straight-copy paragraph timing, you will touch type within the standards and time to be determined by the instructor.

INSTRUCTIONS

Set a 70-space line, 5-space paragraph indentation, and double [illegible]cing. The instructor will time you for the timed writing (length to be indicated by instructor). The instructor will assign the timed writing and signal you to begin typing.

LEARNING ACTIVITY

See following timed writings:

NAMES OF FBLA EVENTS

MR. AND MISS FBLA EVENTS
CLERK-TYPIST I AND II EVENTS
STENOGRAPHER I AND II EVENTS
ACCOUNTING I AND II EVENTS
OFFICE PROCEDURES AND DATA PROCESSING EVENTS
BUSINESS LAW AND ECONOMICS EVENTS
EXTEMPORANEOUS AND PUBLIC SPEAKING EVENTS
JOB DESCRIPTION MANUAL AND JOB INTERVIEW EVENTS
WHO'S WHO IN FBLA EVENT

TYPEWRITING

B. FBLA Timed Writings (1)

MR. AND MISS FBLA EVENTS

Words
Mr. and Miss FBLA Events are designated to give recog- 11
nition to outstanding members who have demonstrated qualities 24
of leadership, participation, and interest in FBLA, plus 35
evidence of knowledge and skills essential for successful 47
careers in business. 51

Each state chapter may enter one contestant in each of 62
these events. The contestants should be selected in accor- 74
dance with the rules and regulations of the state chapter and 87
the national organization. 92

Contestants are given an objective written test which 103
may include questions on the purpose and goals, history and 115
bylaws of FBLA, math including the metric system, written 127
communications, parliamentary procedure, and general informa- 139
tion. 140

Each contestant will be interviewed by a panel of judges 152
at the National Leadership Conference. The judges will con- 164
sider personal appearance as to grooming and taste in wearing 177
apparel and self-confidence during the interview as evidenced 190
by candidness, cooperation, and poise. Presentation of facts 203
in an orderly manner, involvement in FBLA activities, career 215
planning as well as resume content, organization, and neat- 227
ness will also be judged. 232

Mr. and Miss FBLA are announced at the National Leader- 243
ship Conference. Ten awards for each event are presented at 255
the Conference. Cash awards are presented by the National 267
Federation of Independent Business to top winners in both 279
events. The national office recognizes Mr. and Miss FBLA by 291
sending them to the annual Gathering of the Greats. 301

/ / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (2)

CLERK-TYPIST I AND II EVENTS

Words
Typing skill, an important asset in any office position, 12
is often one of the primary requisites for obtaining a posi- 24
tion in business. Clerk-Typist I Event measures this skill 36
as applied to the papers generally typed by a beginning 47
office worker who has had no more than one school year of 59
typewriting instruction. Clerk-Typist II Event is designed 71
to evaluate the job-entry skill level for typing positions 83
requiring that the office worker have had more than one 95
school year of typewriting instruction. 103

Each state may enter one contestant in each of these 114
events. The contestants should be selected in accordance 126
with the rules and regulations of the state chapter and the 138
national organization. 143

One hour will be allowed for these events, including 155
warm-up and general directions. Results will be based on 167
mailable copy. Clerk-Typist I contestants should be well 179
prepared in the production of letters, memos, reports, tabu- 191
lations, rough drafts, and unarranged copy. Clerk-Typist II 203
contestants should be well prepared in the production of all 215
types of letters, memos, reports, tabulations, statistical 227
reports, rough drafts, unarranged copy, in-basket exercises 239
and decision-making activities. 246

Typewriters, typing paper, including letterheads, enve- 257
lopes, carbon paper and second sheets or carbon sets will be 269
provided. Contestants must provide their own pens, pencils, 281
erasers or correction materials, and reference materials such 294
as dictionaries or word-division manuals. 302

/ / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (3)

STENOGRAPHER I AND II EVENTS

Words
Dictation and transcription skills are requirements for 11
a stenographic position and are essential to the competent 23
secretary. Stenographer I and II Events measure the ability 35
to transcribe mailable letters taken from dictation at vary- 47
ing speeds. The Stenographer I contestant should not have 59
had more than one school year of shorthand instruction. The 71
Stenographer II contestant must have had more than one year 83
of shorthand instruction. 88

Each state may enter one contestant in each of these 100
events. The contestants should be selected in accordance 112
with the rules and regulations of the state chapter and the 124
national organization. 129

One hour will be allowed for these events, including 141
time for warm-up and general directions. All material must 153
be transcribed verbatim for scoring. Results will be based 165
on mailable copy. Dictation in this event may be written 177
according to any shorthand system or it may be taken on any 189
shorthand machine. 193

Stenographer I contestants will be dictated two typical 205
business letters at eighty words per minute, two at ninety 217
words per minute, and two at one hundred words per minute. 229
Stenographer II contestants will be dictated two typical 241
business letters at one hundred words per minute, two at one 253
hundred ten words per minute, and two at one hundred twenty 265
words per minute. 269

Contestants may transcribe the letters in whatever order 282
they choose, but additional credit will be given for the 294
letters dictated at higher speeds. 301

/ / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (4)

ACCOUNTING I AND II EVENTS

Words

The Accounting I Event is designed to measure under- 11
standing and skill in basic accounting and is for the contes- 23
tant who has had no more than one year of high school account- 36
ing instruction or its equivalent. During one hour, an ob- 48
jective and problem-type test will be given. It will focus 60
on the elementary principles and practices of accounting 72
for the sole proprietorship and may include bookkeeping 83
terminology, the work sheet, income statement, balance sheet, 95
trial balance, account classification, journalizing, posting, 107
bank reconciliation, income tax, payroll, and other items 119
related to the basic accounting cycle. 127

The Accounting II Event is designed to measure under- 138
standing of the skill in basic accounting procedures as 149
applied to sole proprietorship, partnership, and the corpora- 161
tion. It is for the contestant who has had at least one year 174
of high school accounting instruction. During one hour, an 186
objective and problem-type test will be given. The test 198
will focus on the principles and practices of accounting for 210
the sole proprietorship, the partnership, and the corporation. 223
The test may include problems on the accounting cycle, prep- 235
aration of worksheets and financial statements, account 246
classification, journalizing and posting, bank reconcili- 258
ation, income tax, payroll, receivables, payables, inventory 270
determination, deferrals and accruals, plant assets and 281
depreciation, and owner's equity. 288

In each of these events, each state may enter one 298
contestant. 301

/ / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (5)

OFFICE PROCEDURES AND DATA PROCESSING EVENTS

Words

Competency in daily office tasks is a necessity in 10
business. The office procedures event evaluates knowledge 22
of basic office skills and procedures and the ability to 34
make intelligent business decisions. Each state may enter 46
one contestant who should be familiar with the various types 58
of office responsibilities and should have some background 70
in basic business, office procedures, word processing, 81
records management, business communication, business law, 93
and data processing. The contestant will be given a one 105
hour test which may include questions on office procedures, 117
business terminology, records management, business communi- 129
cations, mathematics including the metric system, office 141
machines, decision-making and in-basket activities. 152

The handling of data is important in the operation of a 163
business. The data processing event measures understanding 175
of the basic principles involved in automatic data process- 187
ing. Each state may enter one contestant who should have 199
completed at least one semester of instruction in data pro- 211
cessing or its equivalent. A one hour objective and 222
problem-type test will be given. The test may include basic 234
principles, terminology, flowcharting, and typical data pro- 246
cessing operations. 250

Contestants in both events should be selected in 260
accordance with the rules and regulations of the state chap- 272
ter and the national organization. Contestants must furnish 284
their own pens and pencils for these events. Each event 296
will have three judges. 301

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1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (6)

BUSINESS LAW AND ECONOMICS EVENTS

Words
The business law event is designed to evaluate familiarity 11
with those specific legal areas which most commonly 23
control business organization and practice. One hour will 35
be allowed for this event. Contestants are given a written 47
test which will consist of objective questions and two or 59
three subjective problems such as case studies. The questions 71
may be on any commonly recognized area of business 83
law including, but not limited to contracts, sales, negotiable 95
instruments, agency, bailments, business organization, 107
secured transactions, bankruptcy, insurance, trade regulations, 119
property, and products liability. 127

The economics event is designed to measure application 138
of economic concepts in relation to the contemporary, social, 150
political, and ecological problems of our country. One hour 162
will be allowed for this event. Contestants are given an 174
objective written test which may include questions pertaining 186
to the economic principles related to the policies and 198
goals of our national economy and a comparison of our economic 210
system with that of other countries. Topics covered 222
could include supply and demand, prices, wages, profits, 234
competition, impact of government regulations, labor relations, 246
inflation, and recession. 253

Each state may enter one contestant in each of these 265
events. Contestants should be familiar with the subject 277
matter included in these areas and related subject area 288
courses. Contestants must furnish their own pens and pencils 301
for these events. 305

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1 2 3 4 5 6 7 8 9 10 11 12

B. FBLA Timed Writings (7)

EXTEMPORANEOUS AND PUBLIC SPEAKING EVENTS

Words

The extemporaneous speaking event is designed to develop 11
qualities of business leadership by providing an opportunity 23
for members to participate in impromptu public speaking. 35
Contestants in this event draw at random for places forty- 47
five minutes before the scheduled event. Each contestant 59
draws for topics thirty minutes prior to appearance before 71
the judges. The contestant will choose one of three topics 83
which will be provided. The program chairperson will intro- 95
duce each contestant and announce the topic. Each speech 107
must be three to five minutes in length and time used by 119
each contestant will be recorded by a designated timekeeper. 131
Each state may enter one contestant. 139

The public speaking event is designed to develop quali- 151
ties of business leadership by providing an opportunity for 163
member participation in public speaking activities. Region- 175
al events are held on the first day of the National Leader- 187
ship Conference, and the five regional winners are then 198
eligible to compete for the national championship. Only one 210
member from each of the five regions may enter this event. 222
Each speech must be seven minutes in length and must be a 234
result of the contestant's own efforts. The content of the 246
speech must be of a business nature and developed from one 258
or more of the nine goals of the organization. 267

Contestants for these events should be selected in 278
accordance with the rules and regulations of the state chap- 290
ter and the national organization. 297

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1 2 3 4 5 6 7 8 9 10 11 12

TYPEWRITING

B. FBLA Timed Writings (8)

JOB DESCRIPTION MANUAL AND JOB INTERVIEW EVENTS

Words

The job description manual event is designed to test 11
the organization, content, and presentation of a comprehensive 23
job description manual. The manual may cover a specific 36
training position, part-time employment, an in-school laboratory, 48
or laboratory work station. Manuals must be typewritten 60
on eight and one-half by eleven inch paper and contained 72
in a two- or three-ring notebook. Manuals could 83
include employment procedure including employment forms, job 95
description, working schedule including total hours, and a 107
brief history of the company. It may also include company 119
policies and organization chart, qualifications for the job, 131
business machines used, types of experience, and contestant's 144
reaction to total experience. Judging of the manual will be 156
based on organization, content, and appearance. 166

The job interview event is designed to acquaint students 178
with employment procedures they will face when applying for 190
positions. Each contestant will participate in an employment 202
process which will consist of a pre-interview with the 214
receptionist, at which time an application form will be completed, 226
and an interview with a personnel director from the 238
office occupations area. The contestant must apply for a 250
job classification as an office occupation for which qualifications 262
are currently possessed or will be at the completion 274
of the current school year. A letter of application addressed 286
to a specific individual and a resume must be submitted 298
in advance. 302

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1 2 3 4 5 6 7 8 9 10 11 12

B. FBLA Timed Writings (9)

WHO'S WHO IN FBLA EVENT

Words
National Who's Who in Future Business Leaders of America 11
is for the purpose of honoring members who have made out- 23
standing contributions to the organization at the state 34
level. One Who's Who member from each state will be recog- 46
nized at the National Leadership Conference. 55

Each state may select no more than one percent of its 66
membership to receive this honor at the state level. Those 78
chosen should be honored at their individual state confer- 90
ences. Each state shall determine its own method for 101
selecting its member of national Who's Who. The nominee for 113
the national Who's Who should be selected in accordance with 125
the rules and regulations of the state chapter and national 137
organization. By the middle of May, entry forms for the 149
state's nominee and a resume of the nominee's organization 161
participation should be received by the national office. 173
Resumes will be reviewed for adherence to the state criteria 185
for nomination which is listed below. 193

Criteria to be considered include years of participation 204
in this organization's activities, offices, and chairperson- 216
ships as well as committee memberships at all levels and the 228
extent of state and national conference participation. Con- 240
tributions to chapter projects, participation in state and 252
nationally approved projects as well as contributions to 264
participation in other activities will be noted. Recommenda- 276
tions supportive of the member's involvement in this organi- 288
zation will also be considered. 294

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1 2 3 4 5 6 7 8 9 10 11 12

C. FBLA Letter From Unarranged Copy

STUDENT PERFORMANCE OBJECTIVE

Given an unarranged copy of a letter, the student will type an original and one carbon copy using modified block style with indented paragraphs and mixed punctuation within the standards and time determined by the instructor.

INSTRUCTIONS

Type the following letter (original and one carbon copy) in modified block style with indented paragraphs and mixed punctuation. All errors must be corrected. Use the current date, school address for the return address, and sign your name.

LEARNING ACTIVITY

(School address), (current date), Ms. Sally Cameron, 267 Main Street, (your city, state, and zip code), Dear Ms. Cameron:

I would like to introduce you to the Future Business Leaders of America. It is a vocational youth organization for high school students participating in business and office programs. Through FBLA, you learn how to lead and participate in group discussions, preside at meetings and conferences, work effectively within committees, and engage in practical problem solving and decision making. Over 140,000 students belong to the national organization.

I have been a member of our chapter for two years. It has helped me to develop confidence in my abilities and has shown me the value of competition. I have made many new friends and have met people from all parts of the country.

You are invited to attend our next meeting. It will be held on Friday, (date), during the fifth period in Room 2. I hope to see you there.

The Future Business Leaders of America has much to offer you. All of our members would like to encourage you to join our chapter. Sincerely yours, (your name and title), (school name) Chapter, FBLA

296

D. Goals of FBLA From Rough Draft Copy

STUDENT PERFORMANCE OBJECTIVE

Given a sheet of paper and a rough draft copy with proofreaders' marks of the Goals of FBLA, the student will type the problem within the standards and time to be determined by the instructor.

INSTRUCTIONS

Whole sheet
Begin on line 21
60 space line
Center the heading horizontally and triple space
Single space each goal
Double space between goals

LEARNING ACTIVITY

See the next page for the rough draft copy with proofreaders' marks.

TYPEWRITING

D. Goals of FBLA From Rough Draft Copy

The GOALS OF FBLA

1. To develope competnet, aggressive ~~efficient~~ busi ness leadership.

2. To strengthen the confidence of stu d ents in themselves and their work ⊙

3.] To creat e more interest in and understanding ~~knowledge~~ of ~~the~~ American business enterprises.

4. To encourage # members in the development of individual projects which contribute to the improvement of ho me, business, and community.

5. # Develop charac r ter, prepare for better citizenship, and foster pat r iotism

6 ~~5~~. Too encourage and practice ef f icient management of money.

7. To encourage l.c Scholarship and promote school loyalty.

8. [To assist studnets in the establishment of oc cupational goals.

9. to facili t ate t h e transition from school t o work.

E. Composition of Thank You Letter for FBLA

STUDENT PERFORMANCE OBJECTIVE

Given instructions, the student will compose a rough draft and then a finished copy of a thank you letter within the standards and time to be determined by the instructor.

INSTRUCTIONS

As Secretary of your local FBLA Chapter, the President has asked you to compose and send a letter thanking a guest speaker, a local businessperson, for her visit and expressing appreciation for the information and inspiration received from her talk at a regular meeting on September 15, 19--. Prepare a rough draft at the typewriter and then type and sign a finished copy. The name and address of the guest speaker should be that of an appropriate businessperson from your local area.

LEARNING ACTIVITY

Compose the letter as directed by the local FBLA President thanking the guest speaker. Sign your own name as secretary of the chapter. You may make a rough draft first, then a finished copy. Your instructor will provide specific instructions as to letter style, punctuation, etc.

F. FBLA Meeting Announcement With Poem

STUDENT PERFORMANCE OBJECTIVE

Given a sheet of paper and a model (illustrated with pica type) of an FBLA meeting announcement with poem, the student will type the announcement within the standards and time to be determined by the instructor.

INSTRUCTIONS

Type FUTURE BUSINESS LEADERS OF AMERICA vertically as a side heading with each word beginning at the left margin in all caps and underscored except "OF" which should be in all caps but not underscored. Leave a one inch top margin with additional variations in the heading as illustrated in the model provided by the instructor. Center properly the title and body of the poem. There should be a five-space indentation for the second line of each stanza and a double space between each stanza of the poem. The parenthetical remark should be typed below the poem as illustrated in the model. Use pica or elite type as directed by the instructor.

LEARNING ACTIVITY

See the next page for the model of the FBLA meeting announcement with poem.

F. FBLA Meeting Announcement With Poem

FUTURE
BUSINESS
LEADERS
OF
AMERICA

EXTRA----EXTRA
READ ALL ABOUT IT!!

WHAT: FBLA MEETING
WHEN: TUESDAY, SEPTEMBER 12, 19--
WHERE: HIGH SCHOOL CAFETERIA
TIME: 7 PM to 9 PM

WHAT IS AN FBLA'er?

The Future Business Leaders of America (FBLA)
Is the really "in" organization of today.
You're invited to join and see
All the benefits FBLA has for you and me.

It's fun and free; once in, you'll see
That life for you will be;
More meaningful, more full of joy,
Whether you be girl or boy.

FBLA'ers strive in knowledge to grow;
We seek the wisdom to know;
The world of business in which we live
So that all lives may be fulfilled.

Yes, that's the purpose of FBLA.
To prepare us to show the way
Of the free enterprise system we're in;
Can work, does work, and is your friend.

FBLA wants YOU for a member and friend;
So this invitation it cordially extends;
For good food, great friends, and super fun;
Just remember the date, and don't forget to come.

(Please turn your name in before 3:30 P.M., September 11, 19--, if you plan to attend. You may call 751-8000 or contact Mrs. Jackie Wilson, business teacher).

TYPEWRITING

G. FBLA Agenda From Unarranged Copy

STUDENT PERFORMANCE OBJECTIVE

Given an unarranged outline containing 15 items with a heading, the student will type the outline, correcting all errors within the standards and time determined by the instructor.

INSTRUCTIONS

Type the following FBLA Agenda on a full-sheet of paper in proper outline form. Center the Agenda properly on the page and correct any errors. The title should be centered and consists of three lines including: (1) FBLA Agenda, (2) Place of Meeting, and (3) Current Date.

LEARNING ACTIVITY

SUGGESTED AGENDA

I. Opening Procedure
A. President calls meeting to order.
B. Members rise for recitation of FBLA Creed.
II. Officer Reports
A. Secretary reads and members approve minutes.
B. Treasurer gives report and members accept it.
III. Committee Reports
A. Officer Reports
B. Standing Committee Reports
C. Special Committee Reports
IV. Unfinished Business
V. New Business
VI. The Program
VII. Announcements
VIII. Adjournment

H. Centering Problem for FBLA Emblem

STUDENT PERFORMANCE OBJECTIVE

Given a half sheet of paper and a problem containing five lines, the student will center the problem vertically and horizontally within standards and time determined by the instructor.

INSTRUCTIONS

Follow these directions:

Half sheet
Double spacing
Center vertically
Center each line horizontally

If the problem is typed correctly the name of the FBLA Emblem (eagle) will be vertically aligned in the center of the problem.

LEARNING ACTIVITY

Center the following as directed above:

leadership
blue and gold
management
scholarship
pledge

TYPEWRITING

I. Two-Column Tabulation of FBLA Officers

STUDENT PERFORMANCE OBJECTIVE

Given essential information, the student will prepare a two-column, double-spaced listing of FBLA officers on a half sheet within standards and time to be determined by the instructor.

INSTRUCTIONS

Prepare an acceptable two-column listing of FBLA officers, supplying an appropriate title to the listing, on a half sheet of paper with double spacing.

LEARNING ACTIVITY

You, as Secretary of FBLA, have been asked by the President to prepare a two-column listing of local officers of FBLA, supplying titles of your Chapter Officers or those provided by your instructor. Center the problem vertically and horizontally, and triple space after the title--use an even number of spaces (6) between columns. The officers include: President, Vice President, Secretary, Treasurer, Historian, Reporter, Parliamentarian.

J. Four-Column Tabulation of FBLA Project

STUDENT PERFORMANCE OBJECTIVE

Given unarranged material collected in a statewide survey of the earnings of FBLA students in cooperative education programs from 28 high schools with 29 teachers, the student will type a four-column tabulation within standards and time to be determined by the instructor.

INSTRUCTIONS

The State Supervisor of Business Education has asked your chapter of FBLA to assist in a statewide study of the earnings for certain FBLA students. The material on the next page is the results of your study, and you must arrange it in a four-column tabulation, supplying title and columnar headings, to be duplicated for distribution. The names given are teachers, and the two digit numbers given refer to students and the dollar amounts given refer to earnings.

LEARNING ACTIVITY

See the next page for the unarranged information and FBLA Student Earnings in cooperative education programs to be arranged in a four-column table with appropriate heading.

TYPEWRITING

J. Four-Column Tabulation of FBLA Project

FBLA STUDENT EARNINGS IN COOPERATIVE EDUCATION PROGRAMS
(Current School Year)

Arkansas High School--Texarkana, Barbara Gunter, 23, $33,191.73
Bentonville High School, Joey Jones, 26, $41,184.14
Blytheville High School, Sharon Nelson, 25, $38,470.59
El Dorado High School, Frances Rosenaur, 20, $28,856.66
Fayetteville High School, Pat Kelly, 24, $45,681.96
Fort Smith:
  Northside High School, Sandra Anderson & Helen McCarty, 49, $91,111.39
  Southside High School, Carol Phillips, 33, $80,709.06
Gurdon High School, Louise Davies, 15, $20,129.60
Hot Springs High School, Chotsy Sheppard, 29, $45,911.75
Jonesboro High School, Jack Williams, 26, $32,013.74
Little Rock:
  Central High School, Grace Jo Holt, 31, $49,430.55
  Hall High School, Freddie Jolley, 44, $65,052.01
  Parkview High School, Virginia Fauble, 20, $42,812.72
  Parkview High School, Gloria Venable, 22, $49,539.04
Magnolia High School, Pat Ribble, 17, $33,277.05
Malvern High School, Maxine Glover, 22, $39,425.57
Marion High School, Sarah McDaniel, 20, $41,875.50
North Little Rock:
  Northeast High School, Patsy Pearson, 32, $65,697.55
  Ole Main High School, Betty Floyd, 16, $39,989.97
Pine Bluff High School, Dell Brown, 19, $32,370.70
Pulaski County Special Schools:
  Jacksonville High School, Viola Turney, 26, $61,647.90
  McClellan High School, Kay Beckworth, 42, $112,592.16
  Mills High School, Sarah Johnson, 17, $39,153.12
Prescott High School, Martha Craig, 15, $18,478.78
Rogers High School, Sally Williams, 22, $46,659.28
Springdale High School, Sandra Pittman, 26, $63,538.49
Stuttgart High School, Carolyn Castleman, 19, $22,455.15
Central High School--West Helena, Sylvia King, 19, $31,363.23

Total Students 699

Total Earnings $1,312,619.39

SOLUTIONS--TYPEWRITING

A. Solution at discretion of instructor.
B. Solution at discretion of instructor.
C. See solution on page 6.25.
D. See solution on page 6.26.
E. Solution at discretion of instructor.
F. Solution at discretion of instructor.
G. Solution at discretion of instructor.
H.

leadership

blue and gold

management

scholarship

pledge

I. FBLA OFFICERS

President	Joel Rush
Vice President	Meleah Sisco
Secretary	Seasons Savage
Treasurer	Ramon Gonzalez
Historian	Hector Otero
Reporter	Brandy Rogers
Parliamentarian	Cliff Sanson

Key line 15 6 14

TOTAL LINES 16 33-16=17/2=8.5. Type title on line 9.

J. See solution on page 6.27.

C. FBLA Letter from Unarranged Copy

(school address)
(current date)

Ms. Sally Cameron
267 Main Street
(your city, state, and zip code)

Dear Ms. Cameron:

I would like to introduce you to the Future Business Leaders of America. It is a vocational youth organization for high school students participating in business and office programs. Through FBLA, you learn how to lead and participate in group discussions, preside at meetings and conferences, work effectively within committees, and engage in practical problem solving and decision making. Over 140,000 students belong to the national organization.

I have been a member of our chapter for two years. It has helped me to develop confidence in my abilities and has shown me the value of competition. I have made many new friends and have met people from all parts of the country.

You are invited to attend our next meeting. It will be held on Friday, (date), during the fifth period in Room 2. I hope to see you there.

The Future Business Leaders of America has much to offer you. All of our members would like to encourage you to join our chapter.

Sincerely yours,

(student's name and title)
(school name) Chapter, FBLA

D. Goals of FBLA from Rough Draft

THE GOALS OF FBLA

1. To develop competent, aggressive business leadership.
2. To strengthen the confidence of students in themselves and their work.
3. To create more interest in and understanding of American business enterprise.
4. To encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. Develop character, prepare for better citizenship, and foster patriotism.
6. To encourage and practice efficient money management.
7. To encourage scholarship and promote school loyalty.
8. To assist students in the establishment of occupational goals.
9. To facilitate the transition from school to work.

SOLUTIONS--TYPEWRITING

J. Four-Column Tabulation of FBLA Project

FBLA STUDENT EARNINGS IN COOPERATIVE EDUCATION PROGRAMS
(Current School Year)

SCHOOL	TEACHER	STUDENTS	EARNINGS
Arkansas (Texarkana) High School	Barbara Gunter	23	$ 33,191.73
Bentonville High School	Joey Jones	26	41,184.14
Blytheville High School	Sharon Nelson	25	38,470.59
El Dorado High School	Frances Rosenaur	20	28,856.66
Fayetteville High School	Pat Kelly	24	45,681.96
Fort Smith:			
Northside High School	Sandra Anderson & Helen McCarty	49	91,111.39
Southside High School	Carol Phillips	33	80,709.06
Gurdon High School	Louise Davies	15	20,129.60
Hot Springs High School	Chotsy Sheppard	29	45,911.75
Jonesboro High School	Jack Williams	26	32,013.74
Little Rock:			
Central High School	Grace Jo Holt	31	49,430.55
Hall High School	Freddie Jolley	44	65,052.01
Parkview High School	Virginia Fauble	20	42,812.72
Parkview High School	Gloria Venable	22	49,539.04
Magnolia High School	Pat Ribble	17	33,277.05
Malvern High School	Maxine Glover	22	39,425.57
Marion High School	Sarah McDaniel	20	41,875.50
North Little Rock:			
Northeast High School	Patsy Pearson	32	65,697.55
Ole Main High School	Betty Floyd	16	39,989.97
Pine Bluff High School	Dell Brown	19	32,370.70
Pulaski County Special Schools:			
Jacksonville High School	Viola Turney	26	61,647.90
McClellan High School	Kay Beckworth	42	112,592.16
Mills High School	Sarah Johnson	17	39,153.12
Prescott High School	Martha Craig	15	18,478.78
Rogers High School	Sally Williams	22	46,659.28
Springdale High School	Sandra Pittman	26	63,538.49
Stuttgart High School	Carolyn Castleman	19	22,455.15
West Helena:			
Central High School	Sylvia King	19	31,363.23
	TOTAL	699	$1,312,619.39